



# **Equality Duty: Annual Data Report**

Varndean College Policies and Procedures

### EQUALITIES INFORMATION 2017-18

#### 1. ACCESSIBILITY OF BUILDINGS

Over recent years, substantial work has been undertaken to make the buildings accessible. For example:

- For those with mobility difficulties a number of adaptations have been made, such as automatic doors; wheelchair tracking; ramps to the playing fields and other buildings; handrails and improved lighting; lift to all floors; chair evacuation
- Visual contrasts have been improved
- An extensive wireless network has been installed which enables specialist software to be used throughout the building by those with sensory impairments or learning difficulties
- An induction loop has been fitted in the main hall and a signer is routinely employed at Open Evenings
- Outreach centres used by the College are fully accessible
- Two mobile units have been relocated one of which is not accessible.

#### 2. STUDENT PROFILE

##### 2.1 General background information

- In 2017-18, Varndean College provided education for 1612 students on 16-18 courses.
- This broke down to, 138 students at predominately level 2, and 1374 students at predominately Level 3
- 97.9% of students were full time
- In addition, at 19+ the college ran a wide range of part time Adult courses both on-site and at out-reach centres; some of these were full cost recovery courses and others were Agency funded. 26 students were enrolled onto Access courses (2 day-time courses) and 320 on Community Learning programmes

##### 2.2 Gathering Information

The College routinely collects and analyses enrolment data by age, disability, ethnic origin and gender. It also analyses performance in the same way, and is reported annually within the Self-Assessment Report.

- At application we collect information for monitoring purposes about age, disability, ethnic origin and gender
- Currently we collect quantitative information from our MIS system on the retention, achievement and success rates of students by age, disability, ethnic origin, gender
- ALPs provides value added information
- The College has information which allows the analysis of the retention, pass and achievement rates of some disadvantaged groups

### **2.3 Student voice**

- Students' views are gathered through surveys and focus groups and are considered in course and cross college reviews
- The student union raises issues of concern to the student body and the president and vice-president of the VCSU are governors, sitting on full corporation and a sub-committee
- Disabled students are consulted about ways in which the College can better respond to their needs
- The Sensory Needs Service provides information and training to enable the College to anticipate the needs of students with sensory disabilities

### **2.4 Arrangements for full time students with disabilities**

- Applicants with disabilities are encouraged to disclose disabilities and the College has excellent links with school SENCOs in partner schools and YES to facilitate this
- Initial interviews with specialist staff are provided to establish needs prior to enrolment
- Following enrolment, profile meetings are given to teaching and other relevant staff to ensure that any adjustments to teaching methods required are in place
- An agreed profile is available for staff who teach a student on our student tracking system
- Opportunities are provided for disclosure on the application form; at enrolment and during Individual Progress Reviews

### **2.5 Arrangements for part-time students with disabilities**

- If a student discloses a disability on the enrolment form and asks to discuss it, members of the additional support team follow up the application and establish the support needs of the applicant by telephone; email or in an additional interview
- Tutors are informed of any adjustments needed
- We have provided signers and learning assistants in evening classes
- The College encourages applicants to declare disabilities so that individual needs can be met; but recognises, respects the right of individuals not to declare a disability, and in all cases their right to confidentiality

### 3. STUDENT ENROLMENTS SEPTEMBER

#### a) Gender

	2015/16		2016/17		2017/18		2018/19	
	Female	Male	Female	Male	Female	Male	Female	Male
<b>16-18</b>	61%	39%	59%	41%	59%	41%	57%	43%
<b>19+</b>	76%	24%	72%	28%	76%	24%	78%	22%

#### b) Ethnicity

	2015/16		2016/17		2017/18		2018/19	
	White	BME	White	BME	White	BME	White	BME
<b>16-18</b>	85%	15%	86%	14%	85%	15%	83%	17%
<b>19+</b>	87%	13%	86%	14%	84%	16%	86%	14%

#### c) Disability and Learning Difficulty

	2016/17			2017/18			2018/19		
	Disabled	learning difficulty	ALS	Disability	learning difficulty	ALS	Disability	learning difficulty	ALS
<b>16-18</b>	12%	12%	14%	14%	13%	14%	13%	14%	14%
<b>19+</b>	11%	13%	4%	13%	14%	4%	13%	14%	4%

### 4. STUDENT Achievement 2015-18

#### By Gender

A key equality objective for the curriculum in previous years was to increase the achievement rate of 16-18 male students, in 2015/16 male achievement the rate was maintained at 80% having been at 83% in 2013/14. An increase of 2% was achieved in 2016/17 and a further 4% increase in 2017/18 brought the achievement rate up to 86%. In 2015/16 the 19+ male achievement rate increased by 13%, however this has not been sustained in 2016/17 and achievement stood at 75%, this was not maintained in 2017/18 with 19+ male achievement rate dropping to 73%. This remains key equality objective. In 2015/16 19+ Female achievement rates increased by 4% thus restoring the value to the previous year. The following year this was increased further to 85%, however last year this achievement rate slipped by 3% to 82%. At 16-18 the achievement rate which had been maintained at or around 85% decreasing to 82% in 2016/17. Last year the achievement rate of female students was a key quality target and I am happy to report that it now stands at 87%. The 16-18 year old gender achievement gap is now 1% in favour of the female students, having been 6% in 2014/15.

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All courses by gender	16-18				19+			
	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
<b>Female</b>								
Expected completions	2662	2593	1788	1429	326	339	429	409
Retention rate	93%	90%	92%	93%	85%	85%	90%	90%
Pass rate	92%	93%	89%	93%	92%	96%	94%	91%
Achievement rate	86%	84%	82%	87%	78%	82%	85%	82%
	16-18				19+			
<b>Male</b>	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
Expected completions	1653	1769	1321	1078	123	163	147	135
Retention rate	92%	91%	92%	93%	83%	86%	81%	81%
Pass rate	87%	88%	89%	93%	85%	98%	92%	91%
Achievement rate	80%	80%	82%	86%	71%	84%	75%	73%

### By Ethnicity Age

The achievement rate of BME 16-18 year old students had historically been lower than that of white students. In 2016/17 the gap has closed and last year, whilst the achievement of both groups increased that of the BME students rose further and the achievement gap is now 3% in favour of BME. At 19+ the gap had closed to within 3% but in 2016/17 it stood at 11% last year

Ethnicity by Age Group	White / British				BME			
	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
<b>16-18</b>								
Expected completions	3705	3690	2644	2083	610	672	465	424
Retention rate	93%	90%	92%	92%	92%	89%	92%	95%
Pass rate	90%	91%	89%	93%	91%	89%	89%	93%
Achievement rate	84%	82%	82%	86%	83%	79%	82%	89%
	19+				19+			
<b>19+</b>	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
Expected completions	303	337	424	367	146	165	152	177
Retention rate	85%	83%	88%	88%	83%	90%	86%	88%
Pass rate	93%	98%	96%	92%	85%	94%	87%	89%
Achievement rate	79%	81%	85%	81%	71%	84%	74%	78%

### By Ethnicity Age and Gender

BME female achievement rate is now 3% more than that of white females. In 2014/15 BME male success was 2% below that of white males, the gap attributable to retention. The gap widened to 3% in 2015/16, narrowed to just 1% in 2016/17 and is now 4% in favour of BME male students. The gap between BME males and females' achievement, which stood at 7% in favour of the females in 2014/15 is closed. This can be attributed to an increase in the pass rate and retention rate for the male students to match or exceed

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that of the female students. The gap between white male and females' achievement which historically has been in favour of the female students is now 1% in favour of the females, reversing the outcome last year. The gap between BME male and white male achievement is now 4% in favour of BME students.

### 16-18

Ethnicity by Age & Gender	White / British				BME			
	14/15	15/16	16/17	16/17	14/15	15/16	16/17	17/18
Female 16-19	2296	2216	1535	1207	366	377	253	222
Expected completions	93	90	91	92	93	89	95	95
Retention rate	92	93	89	94	92	91	88	93
Pass rate	86	83	81	86	86	81	83	89
Achievement rate	<b>Male 16-19</b>							
Expected completions	1409	1474	1109	876	244	295	212	202
Retention rate	93	91	92	92	89	88	89	95
Pass rate	87	88	89	92	89	87	91	94
Achievement rate	81	80	82	85	79	77	81	89

### 19+

In 2014/15 BME female achievement was 9% below white female success, in the years that followed the gap closed then widened and has now closed once again to 4%. Similarly in 2014/15 BME male achievement was 6% below white male achievement becoming a 8% gap in favour of the BME students followed by a 16% deficit in 2016/17. It now stands at 13%. Although the numbers are small, reducing this achievement gap is key objective.

Ethnicity by Age & Gender	White/British				BME			
	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
Female 19+	226	223	324	324	100	116	105	138
Expected completions	85	83	90	90	83	89	89	92
Retention rate	94	97	96	96	87	92	89	89
Pass rate	81	82	86	86	72	82	79	82
Achievement rate	<b>Male 19+</b>							
Expected completions	77	114	100	96	46	49	47	39
Retention rate	83	84	82	84	83	92	79	72
Pass rate	88	97	98	91	82	98	81	89
Achievement rate	73	82	80	77	67	90	64	64

In terms of ethnicity, the low numbers in each category other than white make statistical comparisons more difficult. However, all groups are broadly in line with the college headline achievement rate (which is also the achievement rate for white groups). A full breakdown of success rates by ethnic group is at appendix 1.

**By Disability and/or Learning Difficulty Age and Gender**

**16-18**

The achievement rate of female students with LDD (learning difficulty or disability) which fell by 1% in 2014/15 and a further 2% in 2015/16 and a further 3% bounced back to 84% in 2017/18. It is now 3% below that of females without LDD. The male student with LDD achievement rate, which fell by 9% in 2014/15, has risen in each of the three years by 8%, 4% and 7% last year. The gap is now 5% in favour of those students with LDD. The achievement rate of female students with LDD was a key objectives last year.

Disability &/or learning difficulty by gender and age								
16-18	Has disability &/or learning difficulty				Does not have disability &/or learning difficulty			
	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
<b>Female</b>								
Expected completions	351	519	311	181	2311	2074	1477	1248
Retention rate	91	89	87	92	93	91	93	93
Pass rate	91	90	88	92	92	93	89	94
Achievement rate	82	80	77	84	86	84	83	87
<b>Male</b>								
Expected completions	305	413	284	216	1348	1351	1037	862
Retention rate	87	90	03	96	93	91	91	92
Pass rate	823	88	89	94	88	87	90	92
Achievement rate	71	79	83	90	82	79	82	85

**19+**

In 2014/15 the male with LDD success rate was 1% above the male without LDD achievement rate was reversed to a 30% gap in favour of males in 2016/17 and now stands at 16%. The improvement can be ascribed to a significantly improved pass rate. However the number of students in this group is small. In 2014/15 the female with LDD success rate was 15% below the female without LDD narrowed to 2% in 2016/17 and now stands at 3%.

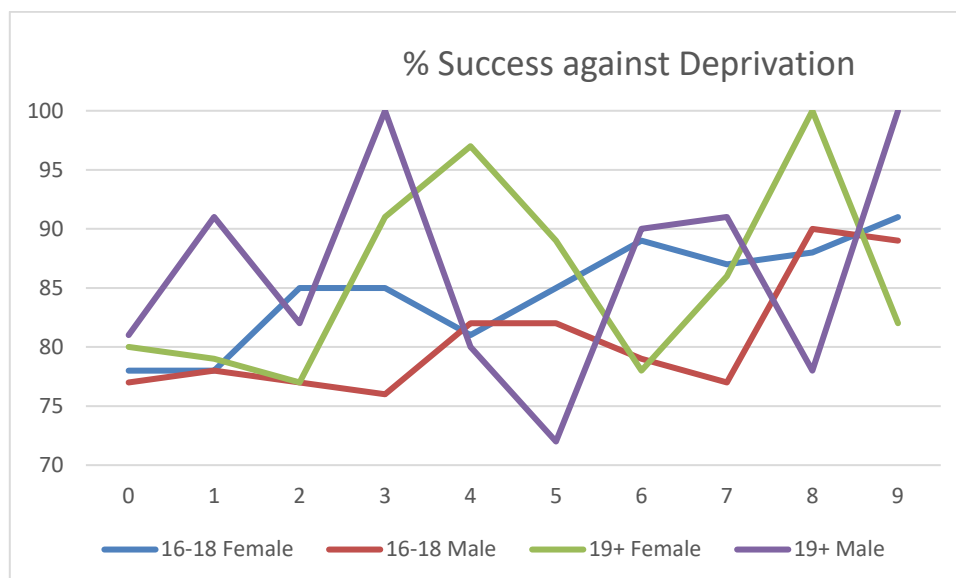
Disability &/or learning difficulty by gender and age								
	Has disability &/or learning difficulty				Does not have disability &/or learning difficulty			
	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
<b>Female</b>								
Expected completions	70	57	69	54	256	282	360	355
Retention rate	74	85	92	97	88	86	89	90
Pass rate	88	89	90	89	93	97	95	90
Achievement rate	66	76	83	78	81	83	85	81
<b>Male</b>								
Expected completions	42	37	26	24	81	131	121	111
Retention rate	81	88	65	71	84	85	84	92
Pass rate	88	96	76	94	84	98	95	90
Achievement rate	71	84	50	67	70	84	80	83

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Disability &/or learning difficulty by gender and age	Has disability &/or learning difficulty				Does not have disability &/or learning difficulty		
	14/15	15/16	16/17		14/15	15/16	16/17
<b>Female 19+</b>							
Expected completions	70	57	69		256	282	360
Retention rate	74	85	92		88	86	89
Pass rate	88	89	90		93	97	95
Achievement rate	66	76	83		81	83	85
<b>Male 19+</b>							
Expected completions	42	37	26		81	131	121
Retention rate	81	88	65		84	85	84
Pass rate	88	96	76		84	98	95
Achievement rate	71	84	50		70	84	80

### By Deprivation Age and Gender

Generally, the success of students with the highest level of deprivation is below that of those with the least level of deprivation. The relationship between success and deprivation is not linear but nonetheless there is a relationship. 16-18 female success and deprivation provides the closest match.





### 5. STAFF PROFILE – EQUALITY AND DIVERSITY STATISTICS – NOVEMBER

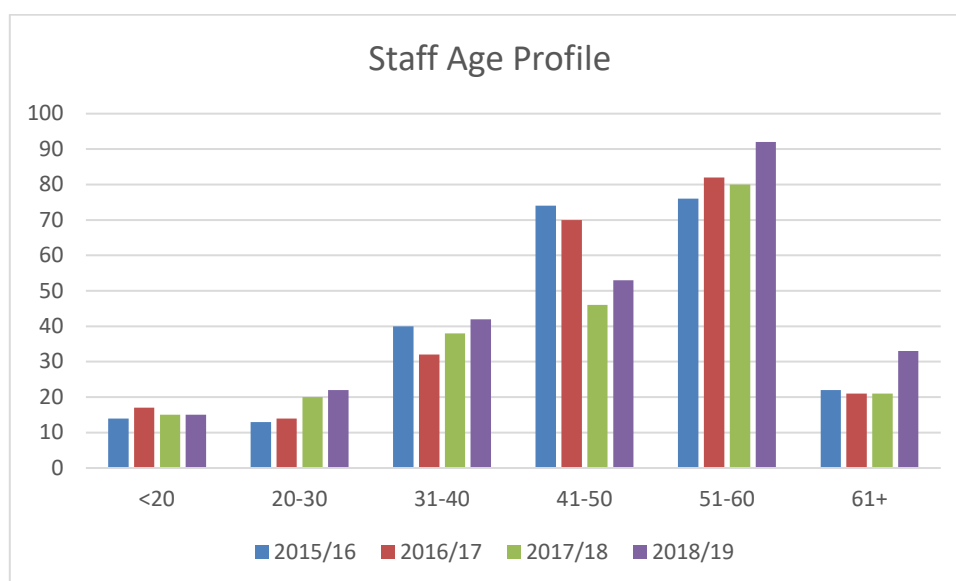
#### Introduction

Statistics covering staff equality and diversity characteristics for age, ethnicity, gender, disability and sexual orientation are provided in the following charts and tables. The College only has limited information with numbers too low to analyse for staff data on marital status and religion or belief.

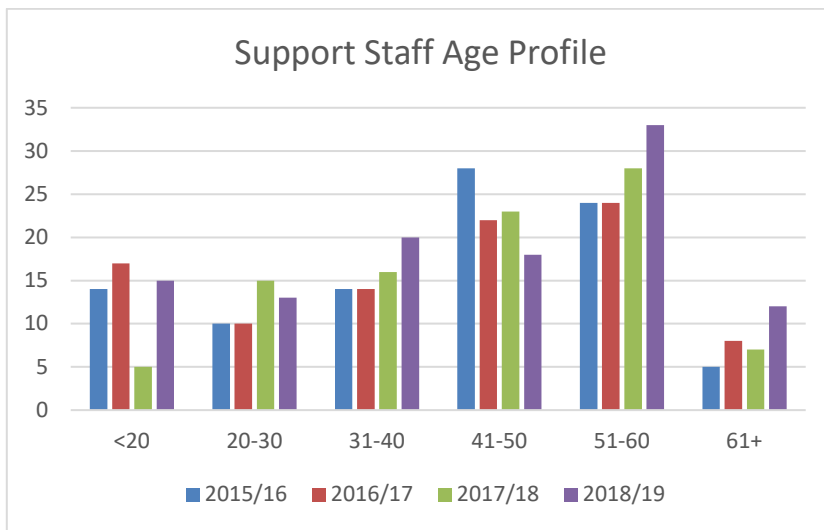
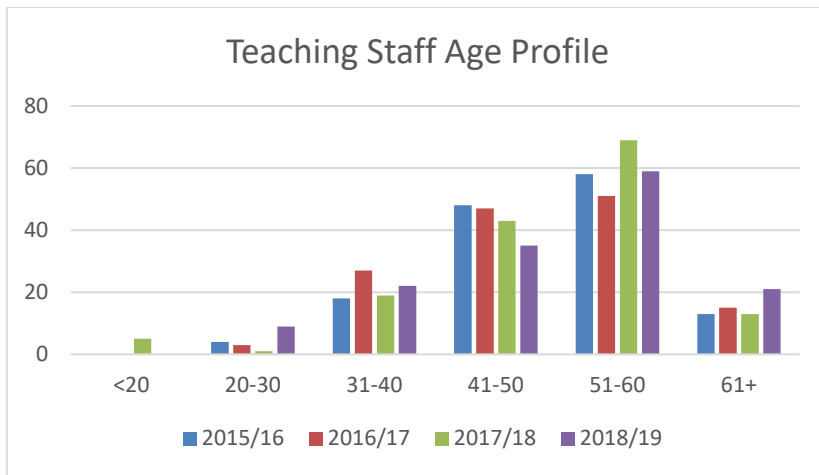
This information is used to analyse the staff profile by specific equality characteristics and to develop appropriate objectives for pursuing equality and fairness across the workforce.

As of 1 November 2018, the College employed 257 (239, 236, 238) staff – 146 (145, 141, 143) teaching staff (16-18 tutors and 37 Adult Education tutors) and 111 (94, 95, 95) support staff (excluding exam invigilators). The increase in staff number can be accounted for in terms of cover staff, additional technician support, externally funded role and partial retirements (60+)

#### Age Profile



The average age of all college staff remains 46yrs. This compares to 44 in the FE sector. Nearly half 43% (41%) of College staff are aged 51+. This is significantly higher than 24% of FE staff who are aged 55+.



Nearly 80% (85%, 79%, 86%) of teaching staff are aged 41+ compared to 56% (61%, 62% 60%) of support staff.

**Staff Ethnicity**



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The college employs 257 staff of whom 80% (87%, 85%, 89%) are from white groups and 4.0% (4.2%, 4.2%, 2.9%) are from black and minority ethnic (BME) groups. The majority of staff in the FE sector (84%) are White British.

### Gender Profile

Job Group	Female	%	Male	%
Support	(60, 63, 62)		(34, 32, 33)	
Teaching	(98, 97, 96)		(47, 44, 47)	
<b>Total</b>	176, (158, 160, 158)	68, (66, 68, 66)	81, (81, 76, 80)	32, (34, 32, 34)

The gender profile shows that the percent of female staff has increased back to 68% from 66%. This is similar to the gender profile in the FE sector which shows that women represent nearly 64% of the workforce

### Disability Profile

	All Staff	
	Number	%
Declared a disability	12, (14, 13, 16)	4.7, (5.9, 5.5, 6.7)
Not declared a disability	245, (225, 223, 222)	95.3, (94.1, 94.5, 93.3)
All Staff	239 (236, 238)	100.0

The College employs 12 staff (4.9%) who have declared a disability. This is an decrease from the previous year of 5.9% (14 staff) and is also slightly higher than the 4% reported for the FE sector.

### Sexual Orientation Profile

Historically only a minority of staff reported information about sexual orientation – 75% of staff did not. However this year 31% have disclosed, with 27.6% self-identify as heterosexual.

## 6. Gender Pay Gap

### Summary

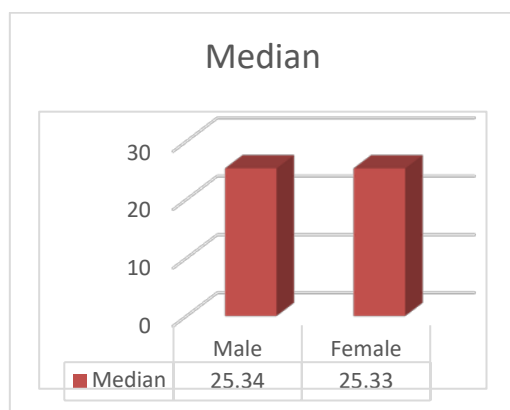
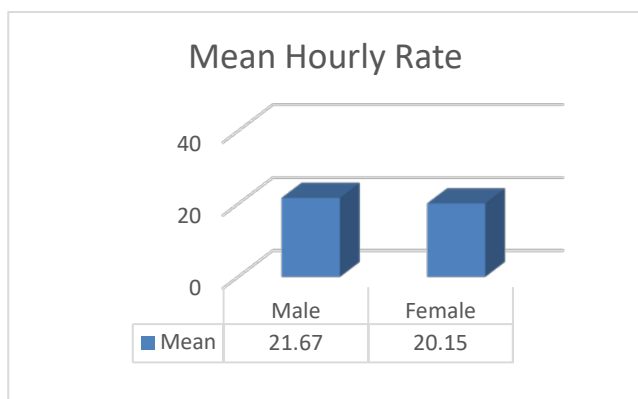
Gender pay gap reporting requires employers with 250 or more employees to publish statutory calculations each year showing the pay gap between male and female employees. The data presented below has been prepared in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. The figures are based on data as at 31 March 2018.

Each employer is required to report the mean and median gender pay gap and the distribution of males and females across pay quartiles for all staff.

It is important to note that gender pay gap is not the same as equal pay. The College pays equal pay to employees for equal work across the whole workforce. The gender pay gap results show that the College does not have a gender pay gap issue. However, the College continues to actively support flexible working equality of opportunity in employment and to encourage women to apply for senior positions at Varndean College.

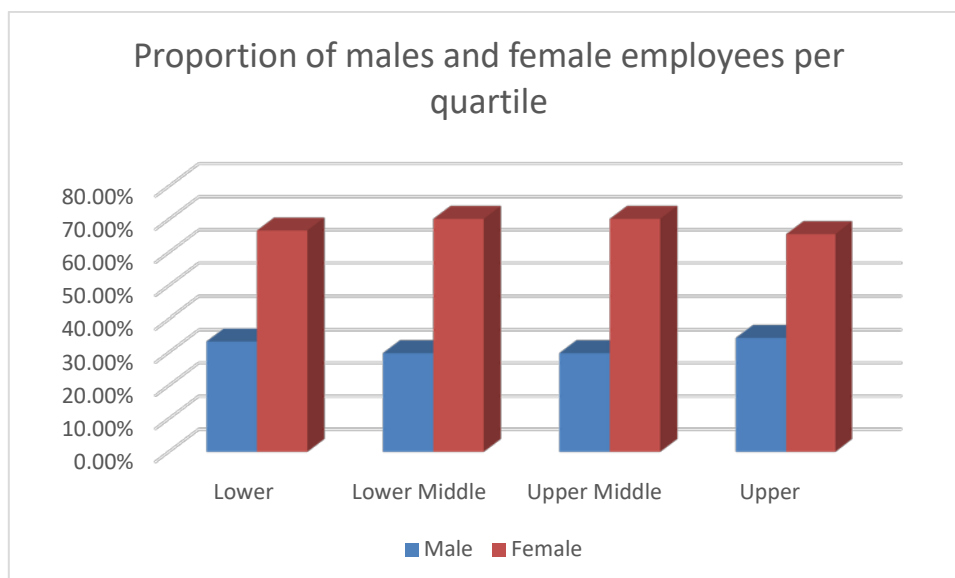
### Hourly Rate Gaps

	Male	Female	Percentage Difference
<b>Mean</b>	21.67	20.15	7.50%
<b>Median</b>	25.34	25.33	0.05%



**Proportion of Males and Female Employees per Quartile**

Gender	Lower EE nos	Lower	Lower Middle EE nos	Lower Middle	Upper Middle EE nos	Upper Middle	Upper EE nos	Upper
Male	20	33.33%	17	29.82%	17	29.82%	21	34.42%
Female	40	66.67%	40	70.18%	40	70.18%	40	65.58%



**Understanding the Gender Pay Gap Figures for Varndean College**

We have used HMRC recommended calculations of hourly rates for all staff. However, this calculation does not account for our support staff who work term time only but are paid in 12 equal payments through the year thus the figure produced is not representative of their actual pay. We therefore adjusted the calculation for these employees, as recommended by ACAS, to factor in the number of weeks per year they work.

All our employees are paid on nationally negotiated pay scales for staff in Sixth Form Colleges with annual increments up the pay spine and an annual percentage cost of living pay rise. No bonuses were paid to our staff during the reporting period. All support staff roles have had their remuneration determined by the application of nationally agreed job evaluation scheme.

We are required to report the average hourly rate for males and female staff at the mean and the median value and the % difference (male-female). The median pay gap is the difference between the midpoints in the ranges of hourly earnings of men and women. It takes all salaries in the sample, lines them up in order from lowest to highest, and picks the middle salary. We believe this is more representative measure of the pay gap at Varndean College because it is not affected by outliers i.e. a few individuals (including the Principal) at the top or bottom of the range. **The median pay gap at Varndean College is 0.05%**

The mean gender pay gap is the difference between the average hourly earnings of men and women. The mean gender pay gap at Varndean College is 7.5%

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The main reason for both the mean gap is that although we have equal numbers of women working across all quartiles; there is significant numbers of women who work part-time and term time only in the lower, lower middle and upper middle quartiles.

- Varndean College's median hourly rate for total pay: £25.33 ph for women; £25.34 ph for men
- Varndean College's median gender pay gap: 0.05%
- The national median gender pay gap: 18.4%
- The gender profile shows that the percent of female staff is 66.9 % overall. This is similar to the gender profile in the FE sector, which shows that women represent nearly 64% of the workforce.
- Mean hourly rate of total pay £ 21.15 for women; £21.67 for men
- Varndean College's mean gender pay gap: 7.5 %



**Dr. Phil Harland**

**5.3.2019**

<b>16-18</b>	<b>15/16</b>			<b>16/17</b>			<b>17/18</b>		
<b>Row Labels</b>	<b>Ret Overall %</b>	<b>Pass Overall %</b>	<b>Ach Overall %</b>	<b>Ret Overall %</b>	<b>Pass Overall %</b>	<b>Ach Overall %</b>	<b>Ret Overall %</b>	<b>Pass Overall %</b>	<b>Ach Overall %</b>
Any Other	93	86	93	94	84	79	96	91	87
Bangladeshi	100	93	93	94	87	82	100	93	93
Black African	88	78	89	100	82	82	93	88	81
Black Caribbean	100	67	67	100	33	33	100	100	100
Black Other	75	75	100	64	100	64	100	100	100
Chinese	95	87	92	100	100	100	96	95	91
Indian	65	65	100	100	100	100	100	100	100
Mixed	95	84	88	90	84	76	95	95	90
Other Asian	91	81	89	100	85	85	100	96	96
Pakistani	100	94	94	89	88	78	100	89	89
Unknown	90	78	87	96	84	80	85	88	75
White	91	83	91	92	87	79	92	93	86
<b>19+</b>	<b>15/16</b>			<b>16/17</b>			<b>17/18</b>		
<b>Row Labels</b>	<b>Ret Overall %</b>	<b>Pass Overall %</b>	<b>Ach Overall %</b>	<b>Ret Overall %</b>	<b>Pass Overall %</b>	<b>Ach Overall %</b>	<b>Ret Overall %</b>	<b>Pass Overall %</b>	<b>Ach Overall %</b>
Any Other	100	100	100	100	67	67	88	84	73
Bangladeshi	70	70	100	83	90	75	79	91	71
Black African	93	90	97	85	77	65	86	92	79
Black Caribbean	100	100	100	0	0	0	100	100	100
Black Other	88	88	100	83	80	67	100	100	100
Chinese	100	100	100	100	80	80	100	80	80
Indian	100	100	100	100	67	67	80	75	60
Mixed	71	57	80	86	100	86	95	92	87
Other Asian	77	77	100	83	80	67	75	100	75
Pakistani	100	100	100	100	60	60	100	75	75
Unknown	100	73	73	100	100	100	80	92	73
White	86	83	97	87	93	80	88	92	81