



Equality Duty: Annual Data Report: 2019-20

Varndean College Policies and Procedures

EQUALITIES INFORMATION

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

2. STUDENT PROFILE

2.1 General background information

- In 2019-20, Varndean College provided education for 1774 students on 16-18 courses.
- This broke down to, 187 students at predominately level 2, and 1587 students at predominately Level 3
- 96.9% 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. 160 students were enrolled onto 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

	2017/18		2018/19		2019/20		2020/21	
	Female	Male	Female	Male	Female	Male	Female	Male
16-18	57%	43%	59%	41%	57%	43%	53%	47%
19+	78%	22%	76%	24%	73%	27%	76%	24%

b) Ethnicity

	2017/18		2018/19		2019/20		2020/21	
	White	BME	White	BME	White	BME	White	BME
16-18	85%	15%	83%	17%	83%	17%	73%	27%
19+	84%	16%	86%	14%	72%	28%	61%	39%

c) Disability and Learning Difficulty

	2018/19			2019/20			2020/21		
	Disabled	learning difficulty	ALS	Disability	learning difficulty	ALS	Disability	learning difficulty	ALS
16-18	13%	14%	14%	5%	11%	14%	3%	12%	14%
19+	13%	14%	4%	9%	7%	5%	6%	5%	8%

4. STUDENT ACHIEVEMENT 2015-18

By Gender

All courses by gender		16-18					19+			
		16/17	17/18	18/19	19/20		16/17	17/18	18/19	19/20
Expected completions	1788	1429	1486	1772		429	409	398	339	
Retention rate	92%	93%	93%	91%		90%	90%	86%	88%	
Pass rate	89%	93%	95%	98%		94%	91%	88%	93%	
Achievement rate	82%	87%	88%	89%		85%	82%	76%	81%	
		16-18					19+			
Male	16/17	17/18	18/19	19/20		16/17	17/18	18/19	19/20	
Expected completions	1321	1078	1132	1328		147	135	133	119	
Retention rate	92%	93%	90%	90%		81%	81%	82%	87%	
Pass rate	89%	93%	95%	98%		92%	91%	89%	93%	
Achievement rate	82%	86%	86%	88%		75%	73%	73%	81%	

A key equality objective for the curriculum in previous years was to increase the achievement rate of 16-18 male students. An increase of 2% was achieved in 2016/17 and a further 4% increase in 2017/18 brought the achievement rate up to 86%. The pass rate for males has improved steadily bringing the achievement rates for males and females within a percentage of one another, at 88% & 89%.

19+ achievement rates for both female and male learners has significantly increased and both are 81%. (national bench mark of 80%). This is lower than 16-18 but compares against national differences with this group.

By Ethnicity and Age

The achievement rate of BME 16-18 year old students had historically been higher than that of white students. However, now the achievement rates by ethnicity are the same.

At 19+ in 17/18 the gap had closed to within 3% but it stood at 15% last year. This year the gap has closed to 7%, the main issue is that while retention is a similar rate pass rates are significantly lower, at 9% lower for BME students. This is an area of development for us.

Ethnicity by Age Group	White / British				BME			
	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20
16-18								
Expected completions	2644	2083	1893	2259	465	424	731	805
Retention rate	92%	92%	91%	90.5%	92%	95%	93%	90.5%
Pass rate	89%	93%	95%	98%	89%	93%	94%	98%
Achievement rate	82%	86%	86%	88%	82%	89%	87%	88%
19+								
Expected completions	424	367	301	255	152	177	216	195
Retention rate	88%	88%	85%	87%	86%	88%	85%	88%
Pass rate	96%	92%	96%	97%	87%	89%	78%	88%
Achievement rate	85%	81%	81%	84%	74%	78%	66%	77%

By Ethnicity Age and Gender

BME female achievement rate is now similar to that of white females, having been 2% lower in 18/19, that gap has closed to 1%. Pass rates continue to be lower for BME females. Achievement in BME and white males is at the same rate.

16-18

Ethnicity by Age & Gender	White / British				BME			
	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20
Female 16-19								
Expected completions	1535	1207	1025	1298	253	222	461	455
Retention rate	91	92	92%	90%	95	95	94%	90%
Pass rate	89	94	96%	99%	88	93	91%	97%
Achievement rate	81	86	88%	89%	83	89	86%	87%
Male 16-19								
Expected completions	1109	876	875	961	212	202	267	350
Retention rate	92	92	89%	90%	89	95	90%	90%
Pass rate	89	92	95%	98%	91	94	93%	98%
Achievement rate	82	85	85%	88%	81	89	84%	88%

19+

In 2016/17 BME female achievement was 7% below white female success, in the years that followed the gap closed then widened and has now closed once again to 5%. In 2016/17 BME male achievement was 14% below white male achievement steadily getting worse and peaking at a 20% deficit in 2018/19. It now stands at 12%. Although the numbers are small, reducing this achievement gap is key objective.

Ethnicity by Age & Gender	White/British				BME			
	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20
Female 19+								
Expected completions	324	324	215	185	105	138	172	151
Retention rate	90	90	86%	86%	89	92	87%	89%
Pass rate	96	96	96%	96%	89	89	79%	88%
Achievement rate	86	86	82%	83%	79	82	68%	78%
Male 19+								
Expected completions	100	96	86	70	47	39	44	44
Retention rate	82	84	83%	89%	79	72	80%	86%
Pass rate	98	91	96%	98%	81	89	74%	87%
Achievement rate	80	77	79%	87%	64	64	59%	75%

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) has fallen significantly by 1%, while those without has improved, widening the gap between the groups. This follows last year where they were roughly inline. The pass rate for those with LLD, although higher than national benchmarks (95) is lower than those without. Male students with and without LDD achievement are now in line with each other.

Disability &/or learning difficulty by gender and age								
16-18	Has disability &/or learning difficulty				Does not have disability &/or learning difficulty			
	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20
Female								
Expected completions	311	181	211	242	1477	1248	1257	1527
Retention rate	87	92	91%	90%	93	93	93%	90%
Pass rate	88	92	96%	96%	89	94	95%	99%
Achievement rate	77	84	87%	86%	83	87	88%	89%
Male								
Expected completions	284	216	252	246	1037	862	876	1070
Retention rate	03	96	88%	90%	91	92	92%	90%
Pass rate	89	94	96%	98%	90	92	94%	98%
Achievement rate	83	90	85%	88%	82	85	87%	88%

19+

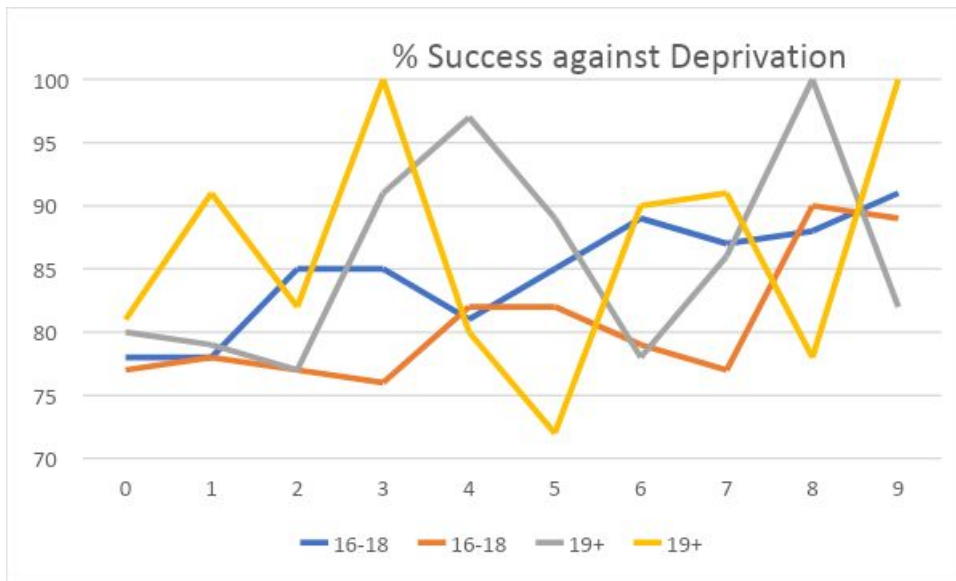
The achievement of females with LDD and without is now in line with one another, both of them having improved from last year as both retention and pass rates have improved. The achievement rates of males have improved for both groups (those with LDD and those without) and they are both roughly inline with a 1% gap in favour of those with LDD. There has been a significant improvement for Males with LDD by 14%, both retention and achievement rates have significantly increased.

Disability &/or learning difficulty by gender and age								
	Has disability &/or learning difficulty				Does not have disability &/or learning difficulty			
	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20
Female								
Expected completions	69	54	40	44	360	355	356	295
Retention rate	92	97	90%	84%	89	90	86%	88%
Pass rate	90	89	81%	97%	95	90	89%	92%
Achievement rate	83	78	73%	81%	85	81	76%	81%
Male								
Expected completions	26	24	21	16	121	111	112	102
Retention rate	65	71	71%	81%	84	92	84%	87%
Pass rate	76	94	80%	100%	95	90	90%	92%

Achievement rate	50	67	57%	81%		80	83	76%	80%
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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

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.

There is a total of 222 staff =147.37 Total FTE.

This comprises of 113 (76.4 FTE) Teaching Staff (includes Heads of School but not SLT members) – 23 full time teachers and 90 part time teachers.

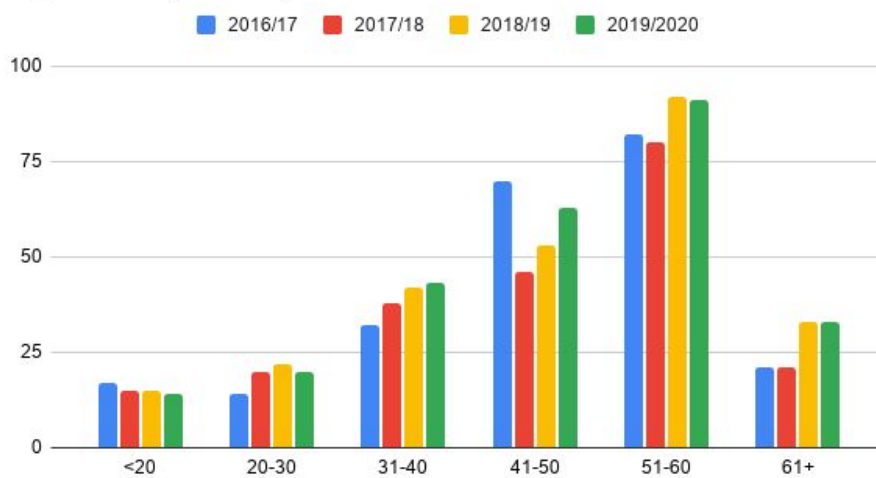
There are 109 support staff (66.47 FTE) comprising of; 20 full time, 89 part time members of staff, 3 SLT post holders and 2 senior post holders (4.5 FTE). Figures do not include

invigilators, short-term cover, or adult education tutors. Support staff figures include 14 Cleaners all part time (includes student cleaners equivalent to 4.04 FTE)

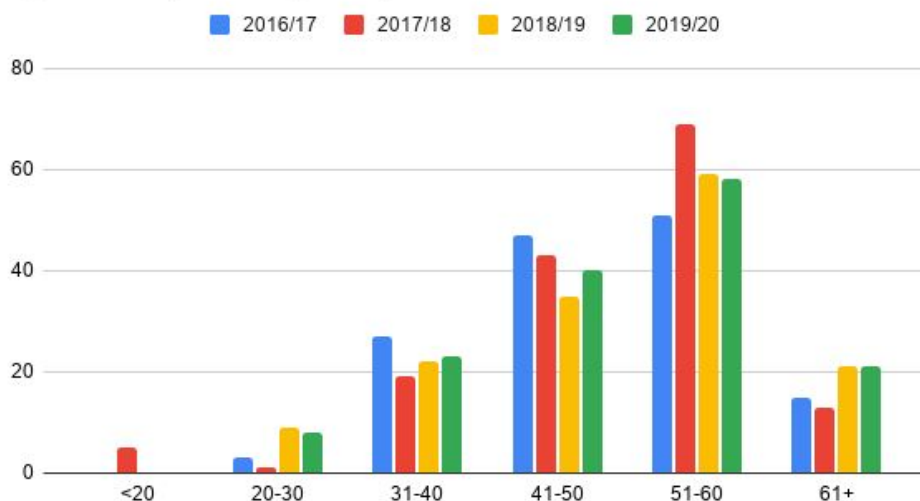
Age Profile

The average age of all college staff is 48yrs, this has gone up by 2 years. This compares to 44 in the FE sector. Nearly half, 47%, of College staff are aged 51+. This is significantly higher than 24% of FE staff who are aged 55+.

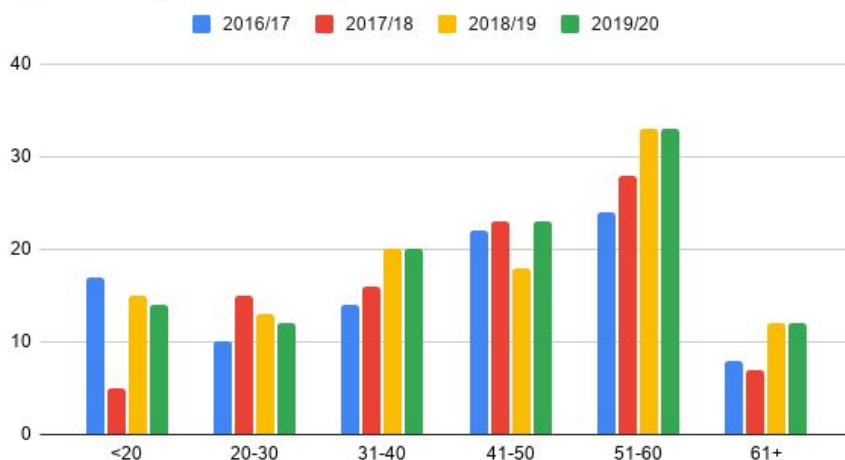
Age Profile (all staff)



Age Profile (teaching staff)



Age Profile (support staff)



Staff Ethnicity

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

The gender profile shows that the percent of female staff has increased back to 69% from 68% and 66% in previous years. This is slightly higher 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 15 (5.7%) who have declared a disability. This is an increase from the previous year of 4.9% (11 staff) and is also slightly higher than the 4% reported for the FE sector.

Sexual Orientation Profile

Sexual Orientation Profile Historically only a minority of staff reported information about sexual orientation – 64% of staff did not. However, this year 36% have disclosed, with 32.5 % self-identify as heterosexual.

6. GENDER PAY GAP

From 6 April 2017, any employer in the UK with more than 250 employees is required by law to publish their gender pay gap annually, covering both pay and bonuses. Varndean College is committed to equality and inclusion, and we welcome the Government's requirements.

The figures are based on data as at 31 March 2019. 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. Our gender pay gap results show that the College does not have a gender pay gap issue.

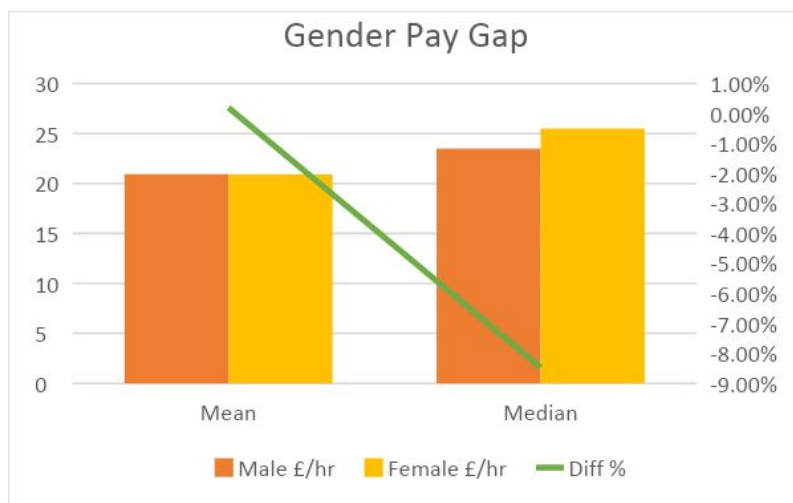
We have used HMRC recommended calculations of hourly rates for all staff. However, this calculation does not satisfactorily account for support staff who work term time only but are paid in 12 equal payments throughout the year. We have adjusted the calculation for these employees, as recommended by ACAS, to factor in the number of weeks per year they work thus providing a more realistic representation of their actual pay.

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.

Our Results

Hourly Rate Gaps

	Male (£)	Female (£)	Percentage Difference (%)
Mean	20.94	20.90	0.19
Median	23.50	25.49	-8.47



The mean hourly rate is the average hourly wage across the entire College, so the mean gender pay gap is a measure of the difference between women’s mean hourly wage and men’s mean hourly wage.

The median hourly rate is calculated by ranking all employees from the highest paid to the lowest paid, and taking the hourly wage of the person in the middle; so the median gender pay gap is the difference between women’s median hourly wage (the middle paid woman) and men’s median hourly wage (the middle paid man).

Key Findings

Women’s mean hourly rate is **0.19% lower** than men’s
 Women’s median hourly rate is **8.47% higher** than men’s

Discussion

In our third year of reporting, our mean gender pay gap is 0.19%. This means men working at the College are paid slightly more than women on average. The difference in their average hourly rate of pay is 4p or men earn £1.002 pounds for every pound a women earns at the mean.

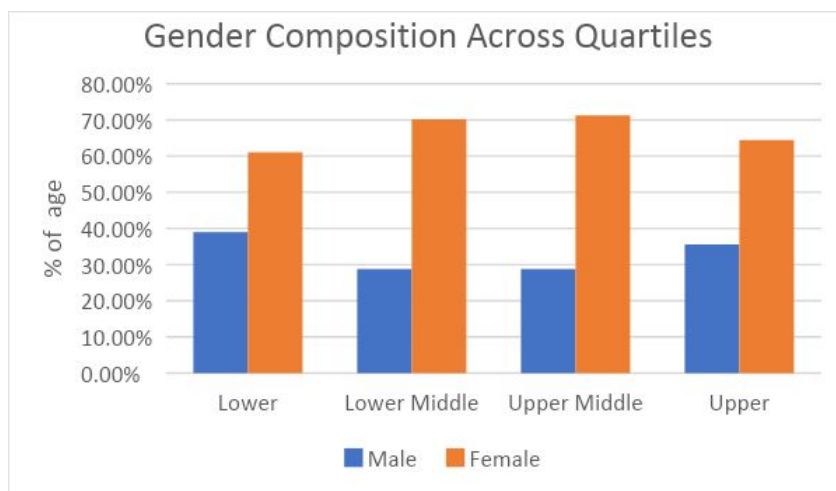
We are confident that our gender pay gap does not stem from paying men and women differently for the same or equivalent work. Rather, our slight gender pay gap is the result of the roles in which men and women work within the College and the salaries that these roles merit. Our median gender pay gap is -8.47%. The difference in the median average hourly rate of pay is £1.99 and because it is women commanding a higher hourly rate it is shown as a negative figure. At the median value women earn £1.085 for every pound earned by a man. The negative median pay gap can be attributed to the fact that the proportion (53.2%) of female employees working at the college paid in the mid-range pay bands is greater than the proportion of males (43.6%). This impacts on the median pay rate.

When identifying a gender pay gap it is normal practice to refer to the median figure rather than the mean. The mean final figure can be skewed by a small number of highly paid individuals i.e. for example the current Principal is male. This has skewed the data set marginally to give a mean hourly rate that is slightly higher for men. (From September the impact of having a female Principal will raise the hourly rate of pay for women). Because there are generally fewer women in higher-paid roles than men, the gender pay gap as measured by mean earnings is often higher than for median earnings.

What are quartile pay bands?

Under the government’s rules, employers are also required to report what proportion of employees within each pay quartile are men and women. Pay quartiles are equally sized pay bands, ranging from the lowest-paid 25 per cent of workers to the highest-paid 25 per cent. The gendered composition of each of the four quartiles is shown below. This the lower quartile is formed of 61% female and 39% male.

Gender	Lower EE nos	Lower	Lower Middle EE nos	Lower Middle	Upper Middle EE nos	Upper Middle	Upper EE nos	Upper
Male	23	38.98%	17	28.81%	17	28.81%	21	35.59%
Female	36	61.02%	42	71.19%	42	71.19%	38	64.41%



The higher number of women across all quartiles reflects the higher number of women working within the College. This is not unusual within the education/teaching sector which tends to be female dominated. There is a larger proportion of the female cohort paid in the mid-range quartiles and a higher proportion of the male cohort paid in the lower and upper quartile. The proportion of the male and female cohort in each quartile is shown below. Thus 22.8% of female staff are paid in the lower quartile compared to 29.5% of male staff.

We will continue to support employees through the College’s policies on flexible working, 80.93% of our employees work on part-time basis.