



Equality Duty - Annual Data Report

Varndean College Policies and Procedures

EQUALITIES INFORMATION 2015-16

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 2016-17, Varndean College provided education for 1512 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 2016

a) Gender

	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
16-18	61%	39%	59%	41%	59%	41%
19+	76%	24%	72%	28%	76%	24%

b) Ethnicity

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

c) Disability and Learning Difficulty

	2015/16			2016/17			2017/18		
	Disability	learning difficulty	ALS	Disability	learning difficulty	ALS	Disability	learning difficulty	ALS
16-18	13%	13%	15%	12%	12%	14%	14%	13%	14%
19+	12%	14%	3%	11%	13%	4%	13%	14%	4%

4. STUDENT Achievement 2015-17

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% has been achieved in 2016/17. In 2015/16 the 19+ male achievement rate increased by 13%, however this has not been sustained in 2016/17 and achievement now stands at 75%. This remains key equality objective. In 2015/16 19+ Female achievement rates increased by 4% thus restoring the value to the previous year, last year the rate increased once gain to 85%. At 16-18 the achievement rate which had been was maintained at or around 85% decreased to 82% in 2016/17. The combination of male rates increasing and female's rates decreasing means that the achievement gap is closed.

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

By Ethnicity Age

The achievement rate of BME 16-18 year old students has been historically lower than that of white students but in 2016/17 the gap has closed. At 19+ the gap had closed to within 3% but it now stands at 11%.

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

By Ethnicity Age and Gender

BME female achievement rate is now 2% 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 and has now narrowed to just 1% in 2016/17. The gap between BME males and females' success, which stood at 7% in favour of the females in 2014/15 is now 2%. This can be attributed to an increase in the pass rate for the male students whilst that of the female students has declined. The gap between white male and females' success which historically has been in favour of the female students is now 1% in favour of the males. In 2016/17 the gap between BME male and white male achievement narrowed by 1%.

16-18

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

19+

In 2014/15 BME female success was 9% below white female success, the following year the gap closed but it has now widened again to 7%. Similarly in 2014/15 BME male success was 6% below white male achievement becoming a 8% gap in favour of the BME students it is now 16% in favour of white males. This is another key objective.

Ethnicity by Age & Gender	White/British			BME		
	14/15	15/16	16/17	14/15	15/16	16/17
Female 19+						
Expected completions	226	223	324	100	116	105
Retention rate	85	83	90	83	89	89
Pass rate	94	97	96	87	92	89
Achievement rate	81	82	86	72	82	79
Male 19+						
Expected completions	77	114	100	46	49	47
Retention rate	83	84	82	83	92	79
Pass rate	88	97	98	82	98	81
Achievement rate	73	82	80	67	90	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 success rate (which is also the success rate for W 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 has once again fallen by a further 3% and is now 6% below that of females without LDD. The male student with LDD achievement rate, which fell by 9% in 2014/15, then rose by 8% the following year has increased again last year the gap is now 1% in favour of those students with LDD. The achievement rate of both female and male students with LDD were key objectives last year.

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
Female 16-18						
Expected completions	351	519	311	2311	2074	1477
Retention rate	91	89	87	93	91	93
Pass rate	91	90	88	92	93	89
Achievement rate	82	80	77	86	84	83
Male 16-18						
Expected completions	305	413	284	1348	1351	1037
Retention rate	87	90	93	93	91	91
Pass rate	82	88	89	88	87	90
Achievement rate	71	79	83	82	79	82

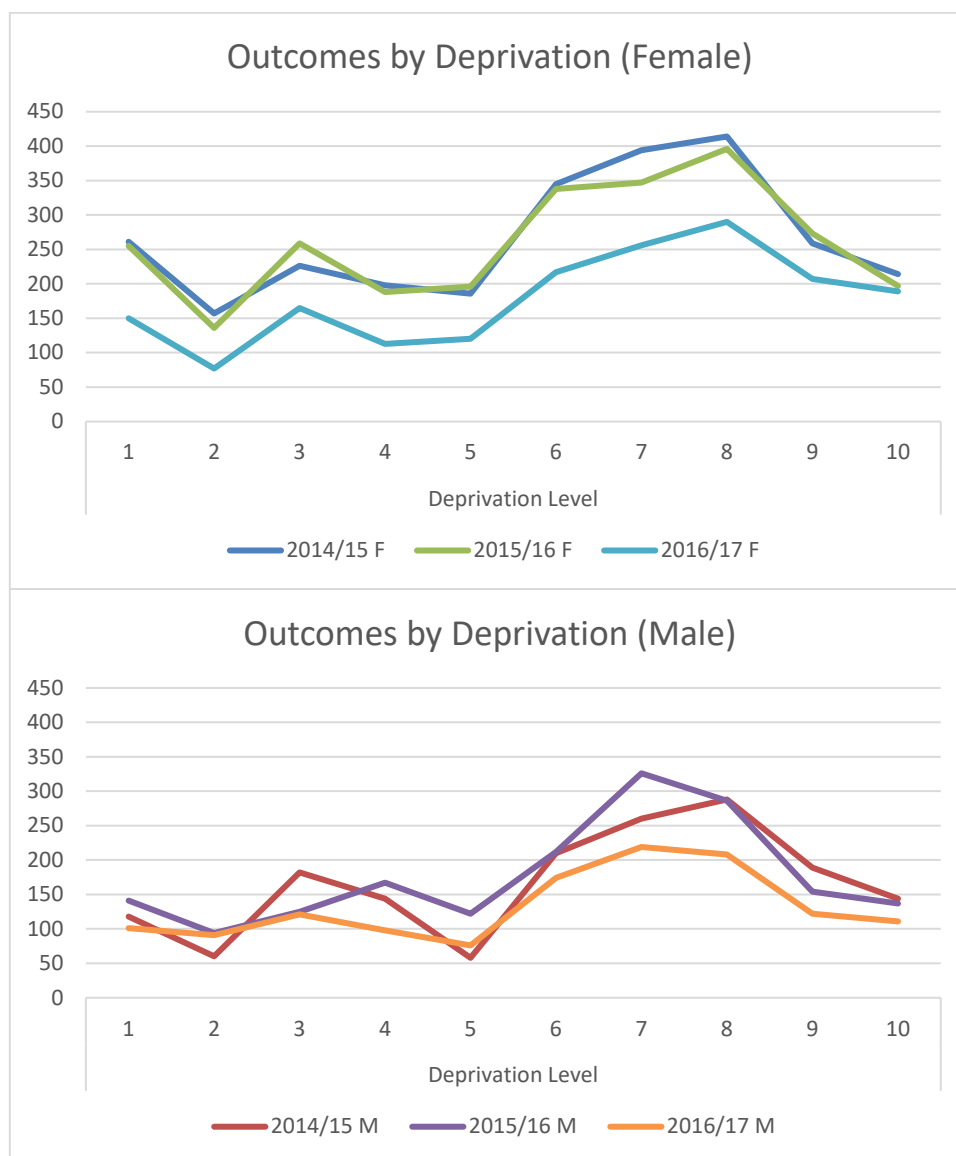
19+

In 2014/15 the male with LDD success rate was 1% above the male without LDD achievement rate that has now been reversed to a 30% gap in favour of males without LDD 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 rate that has now narrowed to 2%.

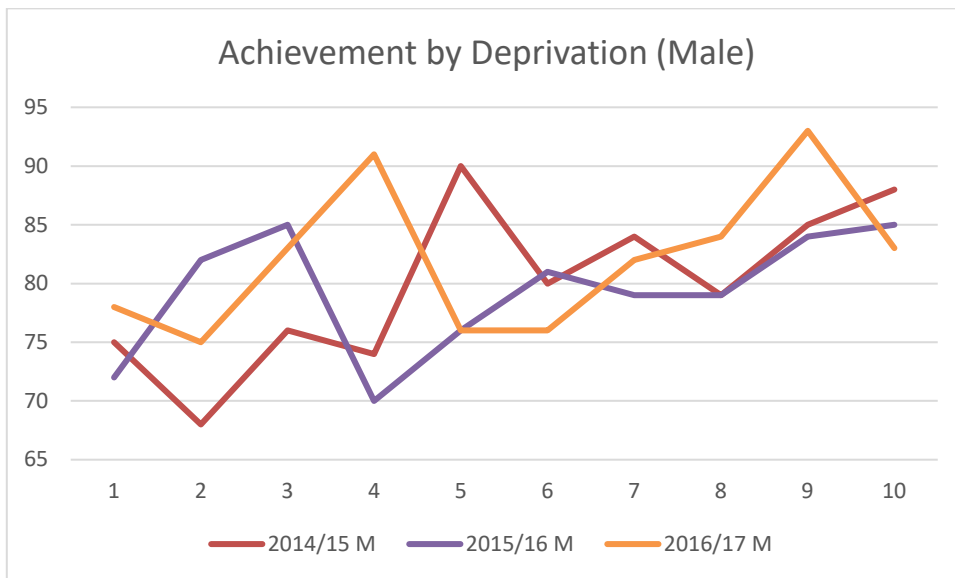
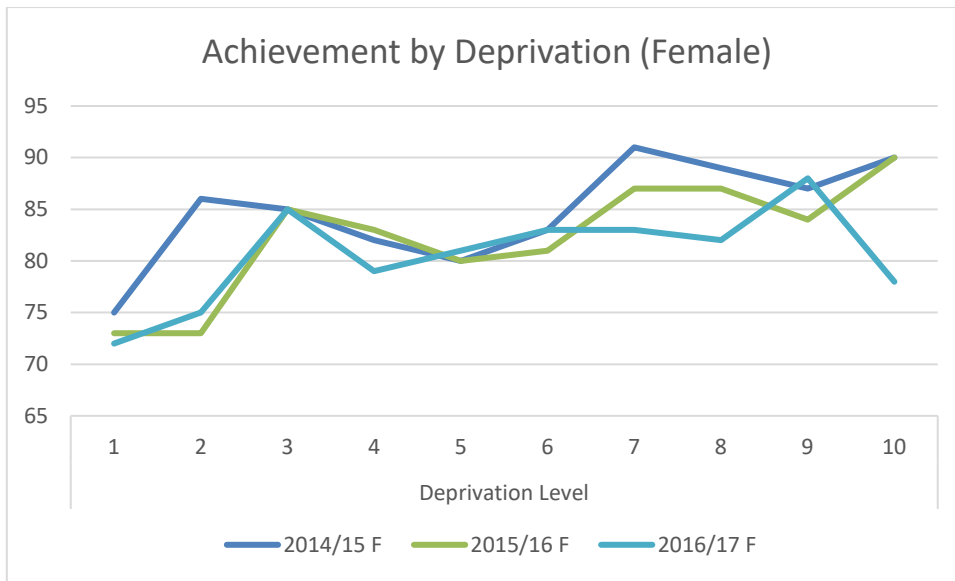
Disability &/or learning difficulty by gender and age	Has disability &/or learning difficulty			Does not have disability &/or learning difficulty		
	14/15	15/16	16/17	14/15	15/16	16/17
Female 19+						
Expected completions	70	57	69	256	282	360
Retention rate	74	85	92	88	86	89
Pass rate	88	89	90	93	97	95
Achievement rate	66	76	83	81	83	85
Male 19+						
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

In 2016/17 the number of outcomes of female students in each level of deprivation declined, this pattern was replicated with male students but to a lesser extent. In 2014/15 61.7% of outcomes were achieved by female students this reduced to 57.5% last year. There is no evidence to suggest that the reduction in outcomes is exasperated by the level of deprivation



Generally, the achievement of students with the highest level of deprivation is below that of those with the least level of deprivation. The relationship between achievement and deprivation is not linear but nonetheless there is a relationship. 16-18 female achievement and deprivation provides the closest match, however there appears to be an unexplained decrease in achievement by female students from the students with the least level of deprivation .



The achievement of male students' increases with a decrease in deprivation but it is less consistent than that of female students

5. STAFF PROFILE – EQUALITY AND DIVERSITY STATISTICS – NOVEMBER 2016

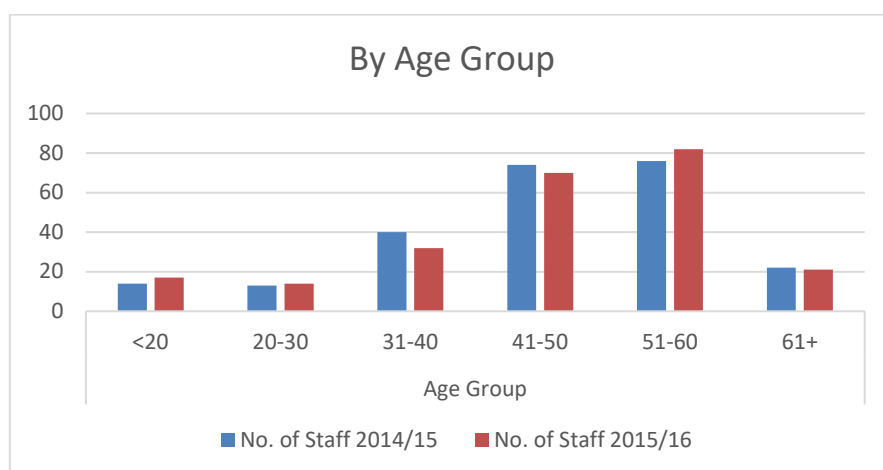
Introduction

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.

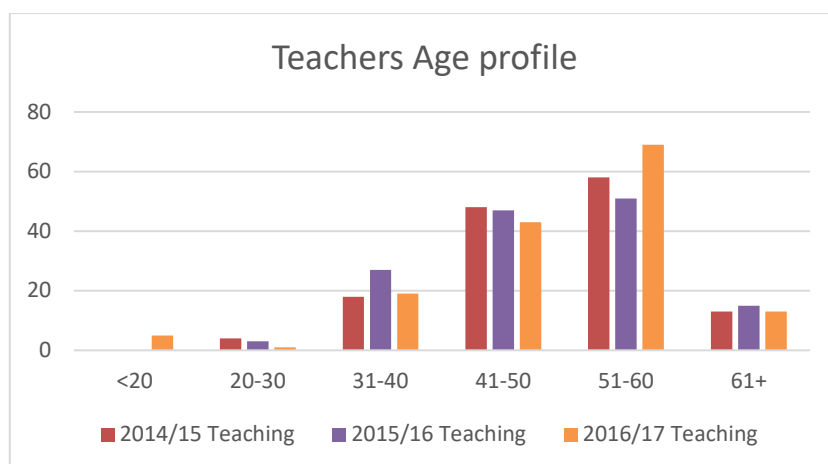
This information is used to analyse the staff profile by specific equality characteristics and to develop appropriate objectives for pursuing equality and fairness across the workforce.

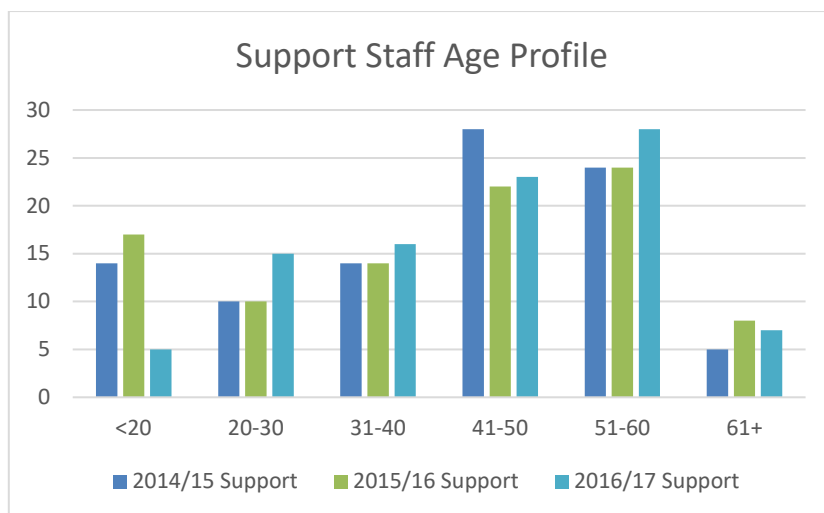
As of 1 November 2017, the College employed 239 (236, 238) staff – 145 (141, 143) teaching staff (16-18 tutors and 43 Adult Education tutors) and 94 (95, 95) support staff (excluding cleaners and exam invigilators).

Age Profile



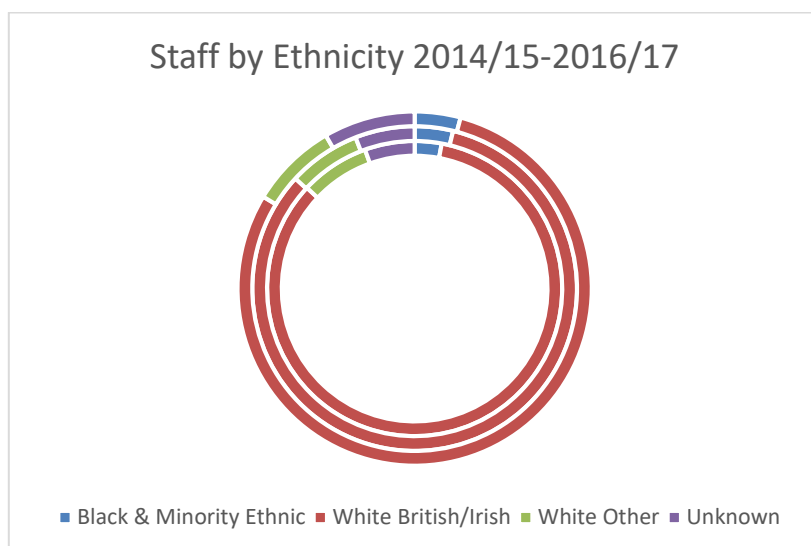
The average age of all college staff is 46yrs – an increase from 45yrs last year. This compares to 44% in the FE sector. Nearly half 43% (41%) of College staff are aged 51+. This is significantly higher than 24% of FE staff who are aged 55+.





More than four-fifths 86% (79%) of teaching staff are aged 41+ compared to three-fifths 61% (60%) of support staff.

Percentage of staff by ethnicity



The college employs 239 (236, 238) staff of whom 87% (85%, 89%) are from white groups and 4.2% (4.2%, 2.9%) are from black and minority ethnic (BME) groups. The proportion of staff from BME groups has remained at the same rate as last year. 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)	
Total	158 (160, 158)	66 (68, 66)	81 (76, 80)	34 (32, 34)

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

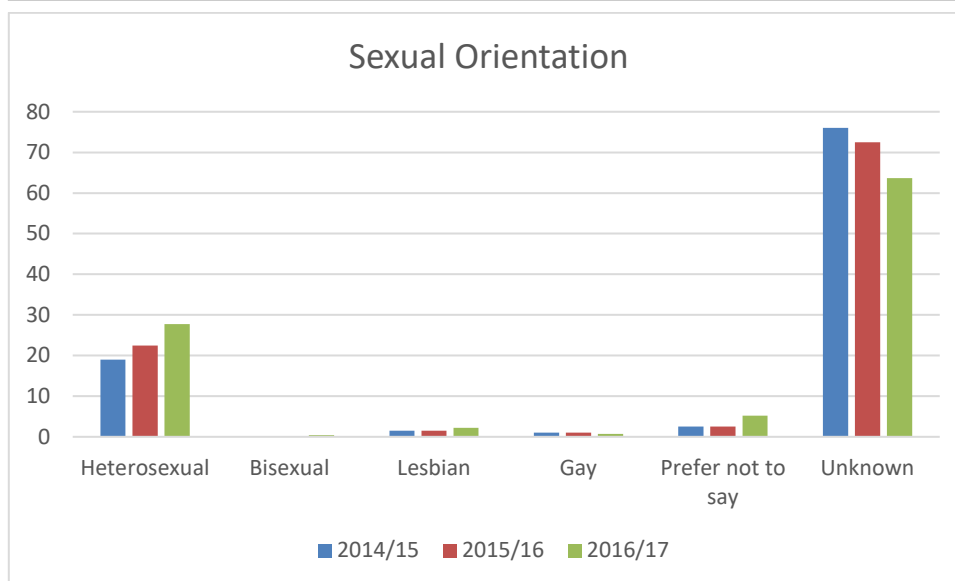
Disability Profile

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

The College employs 14 staff (5.9%) who have declared a disability. This is an increase from the previous year of 5.5% (13 staff) and is also slightly higher than the 4% reported for the FE

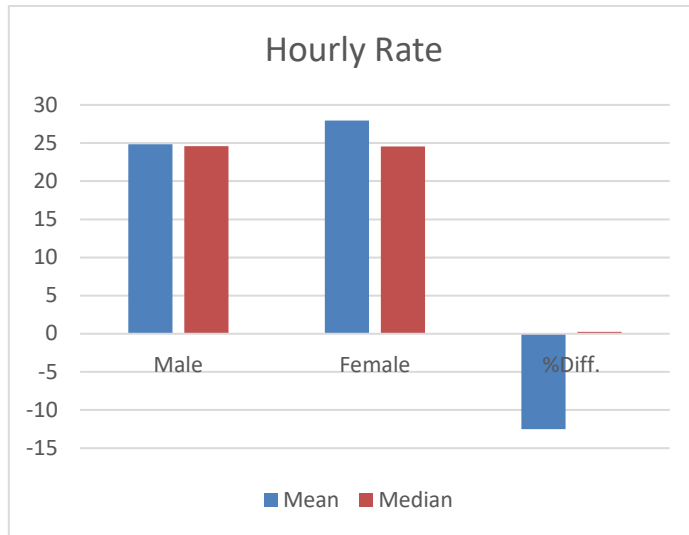
Sexual Orientation Profile

Only a minority of staff reported information about sexual orientation – 75% of staff did not. This is either because no information has been reported (72.5%) or because they have specified a preference not to disclose (2.5%). Where sexual orientation has been indicated, a large majority of staff have reported themselves as heterosexual.



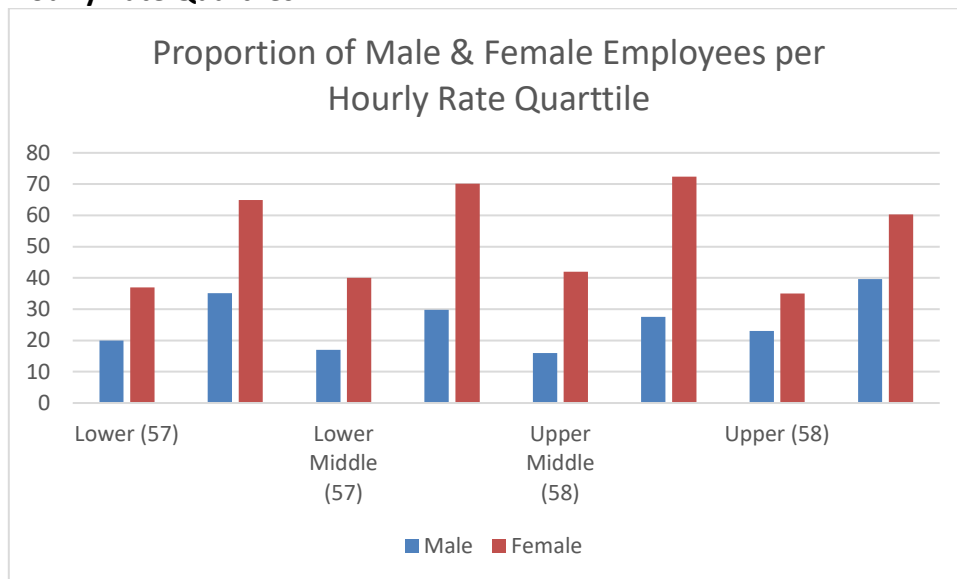
6. Gender Pay Gap

Mean and Median Hourly Rates (£)

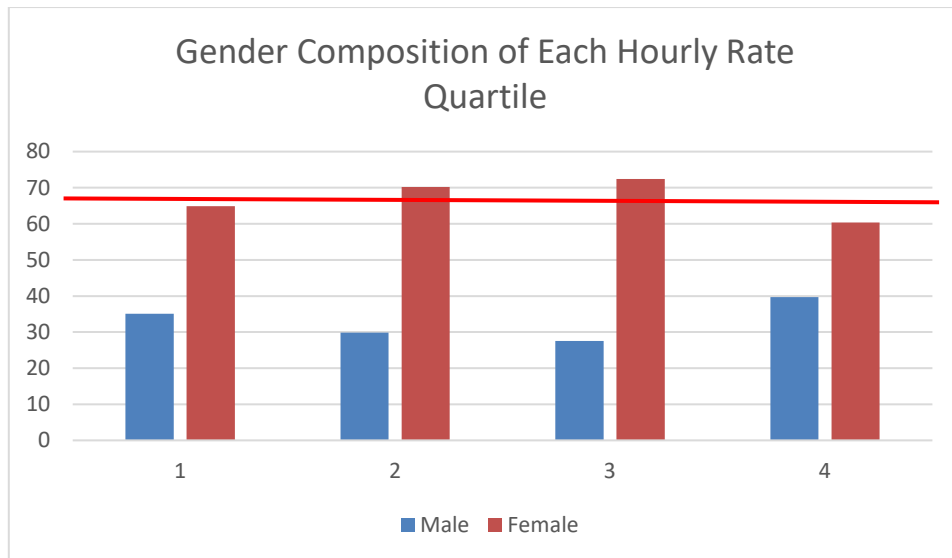


The mean is the recommended measure to capture the difference across the distribution. If there is a serious anomaly between the pay of male and female staff the mean gives a clearer picture of these disparities. The median gives a picture that is less affected by the extremes.

Hourly Rate Quartiles



The four hourly rate quartiles have been calculated and the number of male & female staff receiving an hourly rate at or below each quartile has been determined. As expected each quartile has more female staff than male staff.



At each quartile the percent of female staff receiving that hourly rate is representative of the gender composition of the College. However, there is a discrepancy at the upper quartile which amounts to +4 male or -4 female employees

7. EQUALITY OBJECTIVES 2017/18

Key objectives are:

- Improve the achievement rate of females ; in particular:
 - 16-18 white females and females with LLD
 - All 16-18 year olds retention rate needs to increase to impact further upon achievement rates, particularly of some
 - Maintain improvements in the achievement rates of male students
- Further Improve our data collection relating to sexual orientation.
- Continue over a period of 4 years to increase the proportion of staff from BME groups.
- To analyse gender pay gaps by pattern of employment i.e. part time v full time

Ethnic Groups

16-18	14/15			15/16			16/17		
Row Labels	Retention%	Pass%	Achievement%	Retention%	Pass%	Achievement%	Retention%	Pass%	Achievement%
Any Other	100	94	94	93	86	80	94	84	79
Bangladeshi	89	97	86	100	93	93	94	87	82
Black African	88	100	88	88	78	69	100	82	82
Black Caribbean	100	100	100	100	67	67	100	33	33
Black Other	100	89	89	75	75	56	64	100	64
Chinese	100	100	100	95	87	83	100	100	100
Indian	100	100	100	65	65	42	100	100	100
Mixed	91	96	87	95	84	79	90	84	76
Other Asian	96	100	96	91	81	74	100	85	85
Pakistani	100	86	86	100	94	94	89	88	78
Unknown	100	88	88	90	78	70	96	84	79
White	93	92	85	91	83	76	92	87	80
19+	Retention %	Pass%	Achievement%	Retention %	Pass%	Achievement%	Retention %	Pass%	Achievement%
Any Other	100	94	94	100	100	100	100	67	67
Bangladeshi	89	97	86	70	70	49	83	90	75
Black African	88	100	88	93	90	83	85	77	65
Black Caribbean	100	100	100	100	100	100	0	0	0
Black Other	100	89	89	88	88	77	83	80	66
Chinese	100	100	100	100	100	100	100	80	80
Indian	100	100	100	100	100	100	100	67	67
Mixed	91	96	87	71	57	40	86	100	86
Other Asian	96	100	96	77	77	59	83	80	66
Pakistani	100	86	86	100	100	100	100	60	60
Unknown	100	88	88	100	73	73	100	100	100
White	93	92	86	86	83	71	87	93	81