



Hills Road Sixth Form College Cambridge

EQUALITY AND DIVERSITY REPORT 2015-16

1.0 Introduction

- 1.1 This report covers the 2015-16 academic year and uses data from the Spring term. The data for full time students relates to 2015 leavers.
- 1.2 Governors have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes some of the ways in which the College is meeting its duty.

2.0 Single Equality Scheme (SES)

- 2.1 The Corporation will review the SES (appendix 1), together with the equality and diversity report, annually. As part of the Public Sector Equality Duty (section 149 of the Act) there is a requirement to review and update our Equality Objectives once every four years. There are no substantive changes this year.
- 2.2 The review of the SES action plan 2014-15 (appendix 2) demonstrates the activities that have taken place to further our commitment to E&D within the College
- 2.3 The SES development plan for 2016 is attached to reflect the next stages of delivery anticipated in seeking to remove barriers to opportunity and to celebrate diversity (appendix 3)

3.0 Overview

3.1 Activities and events

- Throughout the academic year the rolling programme of posters on the TV screens was maintained and reflected important national and international events e.g. LGBT history month, International Women's Day, UNESCO International Literacy Day, World Mental Health Day, Men's Health Awareness Month, International Day for Persons with Disabilities, Holocaust Memorial Day, Black History month as well as key religious festivals.
- Weekly quotes on equality and diversity themes were introduced into the student planner relating to key national and international themes.
- A monthly staff newsletter is circulated via email to all staff and also posted in each department base room. The newsletter contains details with links to various events taking place during the year and also links to the weekly quotes and information in the student planner. In addition, the newsletter has a section relating to Ofsted and the Common Inspection Framework (CIF) which provides information and ideas on how staff can continue to embed E&D into their everyday working practices.
- The posters, giving information to students on various safeguarding issues with details of who they could contact both internally and externally, were updated and

the information is displayed on the screens throughout the College. These posters are also in a variety of locations throughout the College site, including inside toilet cubicles, to enable students to take down contact details in private.

Student groups and Societies

- The College continues to have a wide variety of Societies that cover Art, Sport, Science, Religion, Politics and Languages.

Talks

There were a large number of E&D related talks arranged by both teaching departments and students that covered a diverse range of topics. These included:

- Paralympian and Company Director, Georgie Bullen, talking about her experiences
- 'The Future of Education' - Lucy Frazer QC MP
- 'Referendum Debate' - Student Council
- 'Why does Cambridge still need a Women's Shelter?' – Cambridge Women's Action

HillsFest

The annual HillsFest day was this year themed around the United Nations with each tutor group representing a member state of the UN and included an inter-tutor group Tug-of-War competition. Each tutor group also had to research their country and provide cakes, or other delicacies from that country, at a fund raising cake sale during the lunch break.

Every student had to attend three sessions selected from a varied menu of over ninety options. These sessions range from 'Baby born in a concentration camp' to 'Rabbit Rescue' to 'The South Pole, Climate Change and Marine Biology' to 'Global Citizenship' alongside many other diverse topics. The sessions were designed to be interactive enabling discussion and debate and the opportunity to raise students' awareness of a variety of cultures as well as other key areas within the equality and diversity spectrum, such as disabilities.

Sports and Tennis Centre

The STC is available for use by students, staff and the public and its facilities can be hired by the hour or longer periods. There are no restrictions on use although users of the Aspirations Fitness Suite are required to undertake an induction programme to ensure they can operate all the machines in a safe manner: there are no restrictions on use outside of health and safety constraints. The STC is associated with Cambridge City Council's exercise referral scheme, ExSite to ensure that those users who have a medical condition, disability or other complaint are able to be accommodated.

Throughout 2015 the STC has continued to work closely with the Vision4Growth's tennis group and has hosted trial events for visually impaired under 11s as well as hosting the Visually Impaired Open Tennis Tournament in July 2015.

3.2 The Equality Forum (EF)

The EF continues to meet termly and includes the completion of equality analyses, where practical. The E&D Officer, in conjunction with the Director for Quality and Planning, has identified policies that require updated Equality Analysis and as a result thirteen have been successfully completed in the current academic year. A small number of additional staff have also been trained to assist with equality analysis, the training of others was updated. The paperwork used for this was also updated in light of this training.

Other key areas include:

- E&D training is now included as part of the new staff induction programme.
- E&D Ambassadors attended a half day training session entitled 'Embedding E&D in the Curriculum'. This was much more effective than the previous year's training. Ambassadors are now putting ideas from this into practice in departments.

4.0 Full-time students 2012-15

The full monitoring data for this section is attached at appendix 4. The data examines retention rates and added value for the four year period 2012-2015 by gender, prior ability, receipt of Additional Learning Support (ALS) (as an imperfect signifier of disability), the 16-19 Bursary Fund (an imperfect proxy for economic disadvantage) and ethnicity.

For the first time in 2014 we were able to capture information on all the relevant protected characteristics, including sexual orientation and religion and belief; we continued to do this in 2015. This data is extrapolated anonymously and is therefore not linked to individual student outcomes. The data has provided the following information with regard to the lower sixth 2015 intake:

- *Sexual orientation* – one student identified as transgender; 28 identified as lesbian, gay or bisexual with a further 21 recording 'not sure'. Of the cohort 125 registered as 'prefer not to say' with the remaining identifying as heterosexual. These figures reflect a slightly lower percentage (2.8%) of LGBT compared with that of the general population¹, however, many students of this age group are still determining their own sexuality so if the 'unsure' students are included the comparison is comparable with the general population at 4.7%.
- *Religion and belief* – 86 students did not answer this question (prefer not to say) with 64% declaring they were either agnostic, atheist or had no religion or belief; this is considerably higher than the figure for England and Wales² (25%) for the general population. 22% of students identify as Christian which is markedly lower than the general population (59%) however it still makes up the largest religion in the College. Other minority religions recorded include Muslim (2%), Hindu (1.4%), Baha'i, Jewish, Buddhist, Pagan and Sikh (less than 1% in each case).

4.1.1 Gender

The percentage of boys and girls is 44% to 56% with the grades per entry being 4.0 and 4.3 respectively. The retention rate for boys and girls has increased by 1.2% and 2.2% respectively. There appears to be no significant difference in added value between boys and girls; any differences present at a subject and departmental level are investigated as part of departments' ongoing self-assessment cycle.

4.1.2 Ability

The retention rate for the lowest ability band has risen for the third year in succession, however this still falls below the College average with 8% of these students not being retained. The gap of 0.5 grades per entry seen last year is still present again this year, however, in terms of added value, there is no difference between any of the prior ability bands suggesting that no group of students is being disadvantaged in terms of prior achievement.

¹ ONS states 1.5%; Stonewall estimates 5-7%

² ONS 2011 census data

4.1.3 *Disability*

From 2013-14, a new approach to the screening and support of exam access arrangements was taken with full diagnostic assessments no longer routinely offered to students. These full assessments cost the College in excess of £400 to deliver each time and therefore triggered higher numbers of students meeting the £500 worth of support that automatically put them into the ALS category considered here.

This data therefore indicates that numbers in receipt of additional learning support have declined over the last couple of years, whereas the reality is that in fact more of the cohort than ever before has received some sort of support or intervention from the study skills service. The numbers indicated here are those students who were in receipt of more than £500 of support in their time with us; these declining numbers are a direct correlation with the fact that we are no longer delivering full diagnostic assessments, but are instead targeting resource to the meeting of the need rather than the identifying of it.

As a result of these changes the very small number of students receiving additional learning support during 2013-15 (11) represents a very small proportion of the number of students who worked with study skills. These 11 students were all retained, achieving 4.2 grades per entry, equal to the College average. However, the added value for these students (-0.1) is slightly below the College average of 0.2. Considering the small sample size of 11 it is hard to draw any meaningful conclusion from this.

4.1.4 *Economic disadvantage*

Since 2012 and the introduction of the new Bursary Fund (a replacement for EMA), we have seen a fairly consistent performance in terms of average grade outcomes for students in receipt of bursary funding but the picture in terms of the rate of retention is less positive. This has improved somewhat this year with 98% of students accessing the Bursary Fund being retained (only 1 student having left her course), equal to the College average.

This year the number of students who have successfully accessed the Bursary Fund has fallen (it may be that more L6 students have accessed the fund, something which will become apparent in next year's figures). In terms of value added, these students are still achieving slightly lower than the College average, a pattern matched in terms of average grade per entry.

4.1.5 *Ethnicity*

The small numbers of students identifying in specific ethnic groupings continues to be sufficiently low as to make percentage analysis in terms of progress monitoring almost meaningless in some categories. However, the retention rate of Asian students continues to decline although their points per entry have improved on last year's figure and we need to consider looking at the individual cases behind these figures to draw a conclusion. Students in other minority ethnic groups (in terms of our cohort) continue to achieve consistent with or above the College average in almost all respects.

4.2 **Adult students**

4.2.1 *Disability*

The recording of disability for AE students is now part of the information we are required to supply to funding bodies. Disabled adult students are invited to declare their disability as a requirement but also to discuss their needs.

Students who require additional support may be referred to the Study Skills department for help and additional support, if applicable. The Study Skills team are also able to offer advice and guidance to AE tutors about a range of additional learning support (ALS) that is available including applying for exam access arrangements as required.

During the 2014-15 academic year 59 students declared a physical disability and 47 students declared a learning difficulty. There could be some overlap between these categories; assuming this is not the case this represents a maximum of 4.3% of the adult education cohort. This is an increase on last year which may in part be due to the greater number of students who declared this information at enrolment.

A Special Educational Needs and Disabilities (SEND) policy for Adult Education students was produced and approved by the Corporation in Spring 2016 for implementation in September 2016.

4.2.2 *Ability*

AE students are provided with the opportunity to discuss the course with co-ordinators and staff at the enrolment evening and via telephone or email correspondence prior to the course starting. Post-entry guidance is also provided in relation to the suitability of courses, for example moving students from one level to another within modern languages. In the case of counselling students who choose to study Level 4, a self-reflection application process is completed combined with an internal review process to ensure that the students are prepared to cope with the demands of this course and related placement/supervision activities.

4.2.3 *Gender*

As in previous years the gender variation shows an uneven split with two-thirds of enrolments (68%) being female, this is much the same as last year and there are no indicators to suggest any cause for concern with these enrolments.

4.2.4 *Ethnicity*

Only 2% of students did not specify their ethnicity thus providing the College with comprehensive data with regard to the ethnic breakdown of the students enrolling on courses. Whilst there is a diverse range of students enrolling on courses, those from a 'white' ethnic background has increased to 87% (84% in 2013-14) of the enrolments. This is marginally higher than the census data³ for Cambridge City however it is markedly lower than for Cambridgeshire which has a 'white' population group of 93%. These statistics strongly suggest that there are no significant barriers to the recruitment of students from ethnic minority groups. This data continues to be monitored and analysed against previous years to monitor the uptake of courses and investigate any adverse trends, should they arise.

4.2.5 *Other protected characteristics*

Information is not currently collected in a comprehensive and consistent way for other protected characteristics and the restraints of current budgets will make it difficult to introduce procedures in the foreseeable future that would enable this to happen.

4.3 **Staff**

4.3.1 *Disability*

There are currently six members (2.4%) of the daytime staff who have chosen to declare a disability. This is the same as last year.

³ 2011 ONS data

4.3.2 *Gender*

The College staff gender balance has remained broadly similar for a number of years. 51% of the daytime teaching staff are female and 49% male. 69% of the support staff are female and 31% male. The combined figures for both populations are 58% female and 42% male, a slight change from the previous year. Historically there has consistently been a greater incidence of males in the College's population compared with the sector at 35%. The gender balance in the student population has been weighted to females for many years with currently a 56/44% split. There continues to be a much higher incidence of females in the adult tutor population at 71% with males at 29%.

4.3.3 *Ethnicity*

85% of the daytime staff have declared their ethnicity as 'white'. This is a marginal increase of just over 1% on the previous year which may have been influenced by the percentage of staff not declaring their ethnicity which has decreased from 13% to 11%. Just over 4 % of the staff are from other ethnic groupings consistent with previous years. This analysis is broadly consistent with the ethnicity origins of the College's 16-19 students where the majority are white but with around 10% from other ethnic groups. The 2011 census data for Cambridgeshire shows 93% of the population as white and in Cambridge 83%. 74% of the adult tutors declare themselves as white but 15% choose not to declare. There is no recent data for the Sector. The last year that this was collected by the SFCA was in 2011 which showed that 91% of the staff across the sector declared themselves as white, 7% in other ethnic groupings and 2% chose not to declare.

4.3.4 *Age*

The age profile of daytime staff aged 40 and above has fallen slightly to 78%. The College has 8% of staff aged 29 and below, similar to previous years; many of the posts attracting staff in this age range are support roles. In contrast to the averages for the sector, where 42% of teaching staff are aged 40 and below, the College consistently attracts teaching staff aged 40 and above. Because of the low turnover of staff, the age profile continues to shift towards the mid and older age ranges with currently 21% of teaching staff aged below 40. Teaching staff are recruited from a national pool and younger teachers may choose to benefit from gaining experience with a broader spectrum of ages before moving into sixth form. In addition, the cost of housing in the area remains an obstacle, especially in the current economic climate. The population of staff who are 60 and above has fallen to 10% of which the 65 and over category remains at 4%.

4.3.5 *Other protected characteristics*

The College has gathered and analysed the information relating to gender reassignment, sexual orientation, religion or belief and status. The number of responses has improved over the previous year's and this is reflected in the results below. Previous results are shown in brackets.

Gender reassignment

61% (45%) declared they had not undergone gender reassignment. 39% (55%) either did not respond or did not wish to declare.

Sexual orientation

1% (1%) of the daytime and evening staff have declared themselves Gay/Lesbian and 68% (54%) have declared themselves as straight. 31% (45%) of staff either did not respond or did not wish to answer.

Religion or belief

36% (30%) of daytime and evening staff have declared themselves as being Christian, 2% (1%) Muslim, 0.6% (0.5%) Buddhist, 1.2% (1%) Humanist, 2% (2%), Hindu 0.3%, 2.1% (2%) 'Other' religion or belief, and 27% (22%) have declared they do not have a religion or belief. 30% (43.5%) of daytime and evening staff either did not respond or did not wish to answer.

Status

49% (40%) of daytime and evening staff have declared themselves as being married or in a civil partnership, 13% (10%) are single/not married, 5% (4%) have a partner or are co-habiting, 3% (3%) are separated, 4% (2%) are divorced and 0.3% have declared that they are widowed. 26% (41%) of staff either did not respond or did not wish to answer.

Appendix 1	Single Equality Scheme
Appendix 2	Review of Development Plan 2015
Appendix 3	E&D Development Plan 2016
Appendix 4	E&D monitoring (full-time students) 2015
Appendix 5	E&D monitoring staff
Appendix 6	Exemplar of E&D monthly staff newsletter
Appendix 7	Societies Code of Conduct
Appendix 8	Societies Far 2015-16