



Hills Road Sixth Form College Cambridge

EQUALITY AND DIVERSITY REPORT 2017-18

1.0 Introduction

- 1.1 This report covers the 2017-18 academic year and uses in-year data up to the end of the spring term 2018. The complete data set for full time students relates to 2017 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.
- 2.2 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. This review began in the Autumn term of 2017 and the 2018-2021 objectives have been set.

3.0 Overview

3.1 Equality and Diversity Officer

- 3.1.1 The new Equality and Diversity Officer, Heidi Gjertsen, has been fully in post since September 2017. Jane Chapman and Alison Ives have provided valuable administrative assistance during that time.
- 3.1.2 An updated development plan relating to the implementation of the revised Single Equality Scheme can be found in the appendices (appendix 4)
- 3.1.3 The Equality and Diversity Officer has relaunched some longstanding initiatives (such as the Equality Forum) which had been temporarily put on hold in the interim period before she took up post. The Terms of Reference and Membership of the group (which includes Student Equality Champions) can be found in the appendices (appendix 2). This has given us an opportunity to update where necessary to better fit our current structure and Equality Aims.
- 3.1.4 Two roles have been relaunched - Staff and Student Equality Champions - to help to extend, deepen and embed the promotion of Equality and Diversity across departments. It is also hoped that this will further enrich the Student Voice.

- 3.1.5** 2017-18 has seen the introduction of a new Four Year Strategy of College-wide Celebration and Awareness Events (appendix 3).
- 3.1.6** The Equality and Diversity Officer is attending the termly meetings of ACER Equality and Diversity/Safe Guarding group and feeding back good practice and new initiatives (such as the Cyber PREVENT initiative; Preventing individuals from becoming involved in cyber dependent crime').
- 3.1.7** The décor of the College Prayer Room has been refreshed and made more private through the addition of an extra internal door.
- 3.1.8** The Admissions and Enrolment forms have been reviewed and updated better to reflect the college values and to enable data to be gathered and monitored more effectively, in line with the Equality Duty.
- 3.1.9** The Gender Pay Gap Report has been produced and publicised on the college website and the gap, while existing, feels relatively small compared to sector averages. Thinking about how to reduce gaps between male and female employees is underway.
- 3.1.10** The new Student Transgender Policy is proceeding and will be in place for September 2018. Work will be carried out to develop a parallel Staff Transgender Policy by Christmas 2018.

3.2 Staff Training

- 3.2.1** We plan to research and deliver an online training activity during the autumn term, on Transgender Equality.
- 3.2.2** In summer 2017 Dr Christine Rose delivered Equality Impact Assessment (EIA) training to staff with responsibilities for writing and reviewing policies. This training was refreshed and rolled out to the membership of the Equality Forum and Equality Champions during the Equality Half-Day in June 2018.
- 3.2.3** As part of the Interim Plan (appendix 4), the Equality and Diversity Officer will be organising and coordinating a programme of EIA's over the next four years. Staff who have attended the half-day will be trained and ready to update the assessments.

3.3 Activities

- 3.3.1** 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. A monthly student newsletter (appendix 5) is circulated via email to all students.
- 3.3.2** Weekly quotes on equality and diversity themes continue to be included in the student planner relating to key national and international themes.
- 3.3.3** A monthly staff newsletter (appendix 6) 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 reminder

section, which focusses staff on the upcoming college-wide celebration and awareness events.

3.3.4 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.

3.4 Events

The College's HR 3/5K charity run and 50k cycle ride, in aid of the Teenage Cancer Trust, took place in May with 400 students taking part, raising over £3500. The event was started with a performance by the college Cheer Leading Team (College Sports Team of the Year), alongside speeches from Jo Trump and representatives from Cambridge United Football Club. The run was followed by music and street food in the college quad afterwards.

The ongoing delivery of Wellbeing days this year (during the November progress review period) was also highly successful; students were asked to sign up to a range of activities promoting inclusion, physical and mental wellbeing and resilience.

As ever, an extensive range of talks, including many related to E&D were arranged by both teaching departments and students, covering a diverse range of topics; specific equality events included:

- International Day for persons with Disabilities (3rd December)
- Holocaust Memorial Day (27th January)
- LGBT+ History Month (February)
- Student-led week to mark International Women's Day

3.4.1 HillsFest

The annual HillsFest day was this year themed around bringing people together, with a particular focus on Communication, with each tutor group representing a country, and included an inter-tutor group Tug-of-War competition (appendix 9). Each tutor group also had to research their country and run a themed stall at lunchtime. Money raised from these stalls each year is divided amongst equally amongst the charities who run sessions at HillsFest.

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 'Goalball' to 'The Far Right in Europe' to 'Samba Junkies: Drumming with HearDrum' and 'Zulu: An introduction to the language and culture' 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.

3.5 Student groups and Societies

The College continues to have a wide variety of Societies that cover Art, Sport, Science, Religion, Politics, Languages and Careers. 36 student societies were registered this year, including the Feminist society, LGBT+ society, Afro-Caribbean society, Indian Dance, Christian Union and Model UN. Societies in support of the major political parties have also been highly active this year. The full list of societies for 2017 – 18 and the Code of Conduct can be found in the appendices (appendices 7 and 8).

The student council continues to work with staff and students to promote equality and celebrate diversity. With the involvement and support of the student body, initiatives such as the introduction of gender neutral toilets are now established.

The introduction of new college sports teams has further enhanced opportunities for minority sports alongside more established sports providing more opportunities at a recreational level, including: Cheer Team; Women's Rugby; 3rd Team Men's Football; and Women's Basketball.

3.6 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 (unless they are experienced gym users) 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, StartUp to ensure that those users who have a medical condition, disability or other complaint are able to be accommodated.

Throughout 2017-18 the STC has continued to work closely with the Vision4Growth's tennis group and has hosted tournaments for visually impaired players.

4.0 Performance Data Analysis

4.1 Current full-time students (2017 joiners)

Since 2014 the College has captured information on all the relevant protected characteristics, including sexual orientation and religion and belief, at enrolment. 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 2017 intake:

4.1.1 Gender

Three students identified as transgender at enrolment.

4.1.2 Sexual orientation

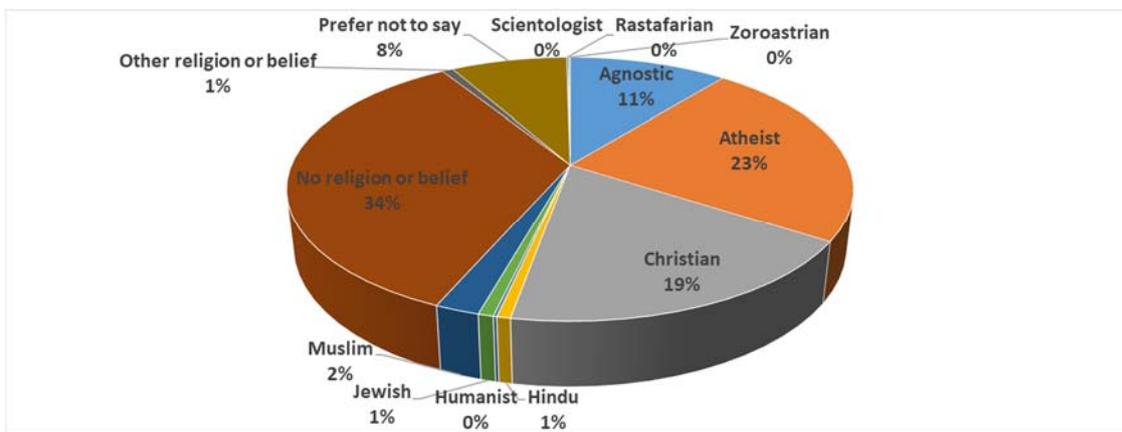
Of the cohort, 132 registered as 'prefer not to say'. 6% of students (83) identified as lesbian, gay or bisexual, 37 (2%) more than last year, (28:2015, 46:2016). A further 35 students answered 'not sure', with the remainder identifying as heterosexual. Whilst acknowledging that some students of this age group are still determining their own sexuality, these figures echo in broad terms the estimated proportion of LGBT individuals within the general population¹.

4.1.3 Religion and belief

The proportion of students declaring they were either agnostic, atheist or had no religion or belief was 67%. This figure is a 3% increase on last year for the College, and is considerably higher than the figure for England and Wales². 18% of students identify as Christian, which is markedly lower than the general population (59%) but the largest religious group in the College. A breakdown can be seen below.

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

² ONS 2011 census data



4.2 Full-time students' outcomes (2017 leavers)

4.2.1 The full monitoring data for this section is attached at appendix 10. The data examines retention rates and added value for the previous academic years (2013-2017) by gender, prior ability, receipt of support from study skills, financial support and ethnicity.

In 2017, the Government changed the way that it calculated the previous year's value added, which had created lower values for us than in previous years. As achievement and other measures have continued to be strong, we are confident that our lowered value added is mainly attributable to the new measurement system, rather than to a decline in the performance of our students. This has improved slightly in 2017, with overall College added value now being considered in the category of 'above average'.

4.2.2 Gender

The percentage of boys and girls is 43% to 57%, with average grade achievement being 4.1 and 4.2 respectively (where B=4). The retention rate for boys has increased year on year to 99% and for girls has remained stable at 99% for the 2016-17 cohort.

There is a small difference in value added between males and females, with females achieving lower value added than males last year. This is variable across subjects and will be explored in greater detail at department level. Achievement and retention for both genders continues to be similarly strong.

4.2.3 Ability

This year, retention of students from all ability bands appears fairly even, with lowest ability band students continuing to achieve good outcomes. Similar to pre-2016 results, our highest achieving incoming students have made more progress in terms of value added than other groups, though the gap between groups continues to narrow.

4.2.4 Disability

Students receiving additional support from study skills, either through EHCPs or exams access arrangements, continue to make greater progress than expected. More detail about students with EHCP can be found in appendix 10. This data only represents a small number of students receiving support, from occasional drop in to significant ongoing assistance in and outside of class.

4.2.5 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, with progress being slightly below the College average. These students continue to make the progress expected in terms

of value added. In 2017 we also chose to report on students with Free School Meals separately, as we were aware these students may not be progressing as expected. Low value added scores have been recorded for this group, however this represents a very small number of students. It is still therefore not clear whether these students are making the level of progress we would expect and we plan to investigate this further in the coming academic year. More information about these groups can be found in appendix 10.

4.2.6 *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 inappropriate in some categories. Progress of (non-Chinese) Asian students has now been below expectations for three years and warrants a greater level of scrutiny on the progress of these students as part of our action plan, as well as investigation into why their experience is different to that of their peers. This may also be the case for students that identify as Black, African or Caribbean in the last academic year. Numbers for this group have increased dramatically over the past four years, and we will continue to monitor their progress closely to try to ensure that below optimum progress does not becoming a recurring trend. Despite strong achievement and retention data, students who have not declared their ethnicity have weakest value added; it is hard to infer anything from this as these students are not linked by any defining characteristic other than not choosing to categorise themselves as a particular ethnicity on enrolment.

4.2.7 *Potentially disadvantaged or vulnerable groups*

For the first time this year, much greater emphasis (including the addition of a new project role fulfilled by Katrin Thomas) has been placed on the in-year monitoring of progress of students in key potentially disadvantaged or vulnerable groups. Detailed information about the progress of these specific groups can be found in appendix 10.

4.3 Adult students

4.3.1 *Disability*

The recording of disability for AE students is part of the information collected at enrolment. Disabled adult students are invited to disclose their disability but also to discuss their needs.

The Special Educational Needs and Disabilities (SEND) policy for Adult Education students was implemented in September 2016, which sets out the procedure for ensuring that students with disabilities or learning difficulties have the opportunity to participate fully in their chosen class. As part of this, tutors who have students in their class who have declared a special educational need or disability, are provided with 'Good Practice Guidelines' which have been created by the Study Skills team. These documents offer advice and guidance to AE tutors about a range of additional learning support (ALS) and methods that can be utilised to assist SEND students. Students on examined courses that have disclosed a disability or learning difficulty are contacted separately as they may be able to apply for exam access arrangements.

During the 2017-18 academic year 97 students declared a physical disability and 82 students declared a learning difficulty. Included in these figures are 17 students who have declared both. In total, there were 162 individual students who declared a disability and/or a learning difficulty, which represents 4.3% of the adult student population. This is marginally lower than last year when 4.5% of the adult education cohort disclosed a disability or learning difficulty.

4.3.2 *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. For 'English as a Foreign Language' courses, students are provided with the option of completing an online test to determine which level would be suitable. 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.

4.3.3 *Gender*

As in previous years the gender variation shows an uneven split with two-thirds of enrolments (66%) being female, this is consistent with previous years and there are no indicators to suggest any cause for concern with these enrolments.

4.3.4 *Ethnicity*

About 97% of students disclosed their ethnicity at enrolment thus providing the College with comprehensive data with regard to the ethnic breakdown of the students enrolling on adult education courses. Whilst there is a diverse range of students enrolling on courses, those from a 'white' ethnic background accounted for 86% of enrolments, which is the same as last year. 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.

4.3.5 *Other protected characteristics*

Information is not currently collected in a comprehensive and consistent way for other protected characteristics however this will be explored next year and it is intended the College will collect at least some of this information in the future.

4.4 **Staff figures in brackets refer to previous year**

4.4.1 *Disability*

There are currently 5.0% (2%) of the daytime staff who have chosen to declare a disability. This is 12 (5) members of staff, an increase of seven on the previous year. The increased incidence may be a result of staff having access to their own data, which they have been asked to update, through the Self-Service HR module. There is one adult tutor who has declared a disability.

4.4.2 *Gender*

The College staff gender balance has remained broadly similar for a number of years. 49% (51%) of the daytime teaching staff are female and 51% (49%) male. 66% (69%) of the support staff are female and 34% (31%) male. The combined figures for both populations are 56% (59%) female and 44% (41%) male, again broadly similar to the historic pattern. Historically there has consistently been a greater incidence of males in the College's population compared with the sector figure, which is around 35%. There continues to be a much higher incidence of females in the adult tutor population at 71% (72%) with males at 29% (28%).

4.4.3 *Ethnicity*

87% (87%) of the daytime staff have declared their ethnicity as 'white'. 5% (4%) of the staff are from other ethnic groupings, similar to previous years. 8% of staff prefer not to share their ethnicity. The 2011 census data for Cambridgeshire shows 93% of the population identify as white and in Cambridge 83%. 66% (68%) of the

³ 2011 ONS data

adult tutors declare themselves as white, 9% from other ethnic groupings with 25% (22%) choosing not to declare. The SFCA collect ethnicity data for teaching staff in the sector but not support staff. In the 2017 Workforce Survey (data collected March/April 2017), 84% (85%) declared their ethnicity as 'white' and 11% (10%) from other ethnic groupings; there was no data for the remaining 5%, the same as the previous year.

4.4.4 *Age*

The age profile of daytime staff aged 40 and above has fallen slightly to 79% (82%). The College has 10% (7%) of staff aged 29 and below, which is the highest figure that has been achieved while monitoring this data; many of the posts attracting staff in this age range are support roles although more recently we have attracted some younger teaching staff. The challenge is to retain these staff as they advance their careers. In contrast to the averages for the sector, where 39% (42%) of teaching staff are aged below 40, 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 but with an increased number of younger teaching staff this year, the figures for teaching staff aged below 40 have been boosted to 17% (14%). This percentage has reduced from 35% in 2002-03. 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. A similar pattern is reflected in support staff where the percentage of staff below 40 has reduced from 42% in 2002-03 but has been boosted slightly to 30% (24%) in the current year. The population of staff who are 60 and above is very similar to the previous year at 12% (13%), of which the 65 and over category is 5% (7%). In 2002-03 6% of the staff were over 60 including 1% over 65.

4.4.5 *Other protected characteristics*

The College has gathered and analysed the information relating to gender reassignment, sexual orientation, religion or belief and status. Previous results are shown in brackets.

Gender reassignment

64% (61%) declared they had not undergone gender reassignment. 36% (39%) either did not respond or did not wish to declare. 55% of evening staff declared they had not undergone gender reassignment. 45% of evening staff either did not respond or did not wish to declare. 0.4% of staff (one person) declared gender reassignment.

Sexual orientation

1% (1%) of the daytime staff have declared themselves Gay/Lesbian and 71% (68%) have declared themselves as straight. 27% (31%) of staff either did not respond or did not wish to answer. 0.4% of daytime staff declared themselves as bisexual. 52% (57%) of evening staff declared themselves as straight with 48% (43%) either not wishing to answer or not responding.

Religion or belief

35% (40%) of daytime staff have declared themselves as being Christian, 0.8% (0.8%) Muslim, 0.4% (0.4%) Buddhist, 2% (2.%) Humanist, 0% (0%) Hindu, 2.4% (1.6%) 'Other' religion or belief, and 32% (25%) have declared they do not have a religion or belief. 28% (30%) of daytime staff either did not respond or did not wish to answer. 20% (21%) of evening staff declared they are Christian, 5% (4%) declared as Muslim, 0% (1.%) declared as Hindu, 2% (1%) as Buddhist, 5% (7%) declared 'other', 27% declared 'none' and 41% (58%) did not respond or did not wish to answer.

Status

47% (49%) of daytime staff have declared themselves as being married or in a civil partnership; 16% (12%) are single/not married; 7% (6%) have a partner or are co-habiting; 3% (3%) are separated; 3% (4%) are divorced and 0.8% (0.8%) have declared that they are widowed. 22% (25%) of daytime staff either did not respond or did not wish to answer. 35% (42%) of evening staff declared themselves as married or in a civil partnership; 14% (14%) are single/not married; 5% (4%) have a partner or are co-habiting; 3% (4%) are separated; 3% (3%) are divorced; 40% (33%) either did not respond or did not wish to answer.

Appendix 1	Single Equality Scheme
Appendix 2	Equality Forum Terms of Reference 2017
Appendix 3	Cross-College E&D Celebration & Awareness Days 2017- 2021
Appendix 4	E&D Development Plan September 2018-July 2019
Appendix 5	Exemplar of E&D monthly student newsletter
Appendix 6	Exemplar of E&D monthly staff newsletter
Appendix 7	Societies List 2018
Appendix 8	Societies' Code of Conduct
Appendix 9	Hillsfest Brochure 2018
Appendix 10	Disadvantaged and Vulnerable Groups