

Equality & Diversity Report : 2012-13

Introduction

In accordance with the Equality Act 2010 and the College's Equality & Diversity policy, the College publishes an Equality & Diversity Report in January each year, presenting data in relation to the previous academic year, and briefly setting out the key equality & diversity objectives.

A: Student Participation Data

1. Student Gender Profile

The College has more female than male students. In 2012-13 this gap reached 20 percentage points.

	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58%	57%	58%	60%	61%
Male	42%	43%	42%	40%	39%

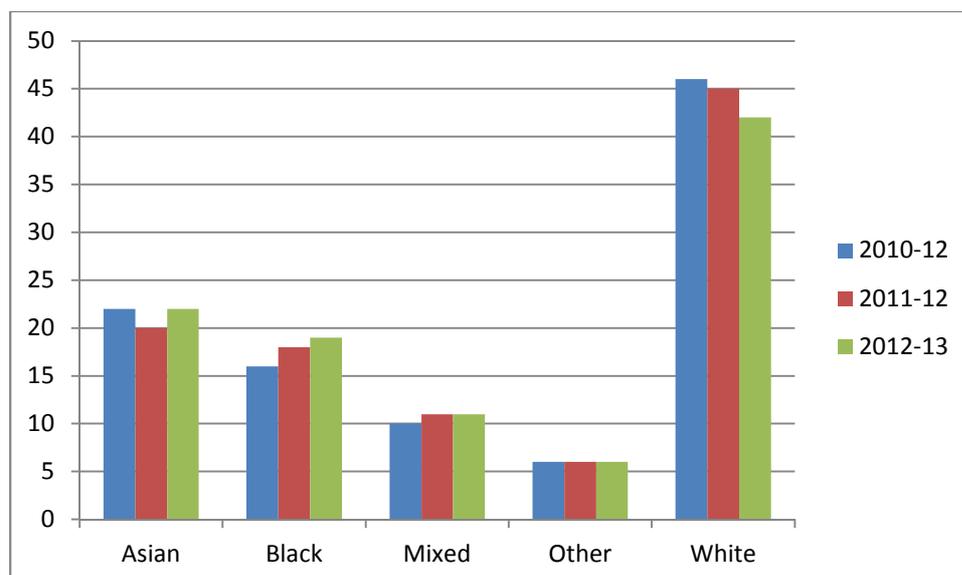
Admissions data shows that enrolments for first year students were not significantly out of line with applications:

	% Applications	% Enrolments
Female	65	61
Male	35	39

The College has not recently researched why there is such an imbalance in applications, but it is likely to be related to differential GCSE performance and to a tendency for teenage girls to be more academic in their aspirations.

2. Student Ethnicity Profile

No single ethnic group is in a majority in the College and the small changes in relation to previous years reflect a wide range of changes within the demographics of London as well as educational decisions in neighbouring areas. White British is the largest single group and this has fallen from 35% to 30% over a three year period. No other group has changed by more than two percentage points.



		2010-11	2011-12	2012-13	Barnet Population*
White	White British	35%	34%	30%	
	White Irish	1%	1%	1%	
	White Other	10%	10%	11%	
	Total	46%	45%	42%	
Asian	Bangladeshi	3%	3%	3%	
	Chinese	3%	2%	2%	
	Indian	9%	8%	8%	
	Other Asian	4%	4%	6%	
	Pakistani	2%	2%	2%	
	Total	22%	20%	21%	
Black	Black African	12%	13%	13%	
	Black Caribbean	4%	4%	5%	
	Other Black	1%	1%	1%	
	Total	16%	18%	19%	
Mixed	Other Mixed	4%	4%	4%	
	White/Asian	2%	3%	3%	
	White/Black African	1%	1%	1%	
	White/Black Caribbean	2%	2%	3%	
	Total	10%	11%	11%	
Other	Other	6%	6%	6%	5%

(*ethnic breakdown figures from the 2011 Census, ONS)

	% Applications	% Enrolments
Asian	24%	22%
Black	26%	19%
Mixed	9%	11%
Other	10%	6%
White	31%	42%

This pattern is very similar to analyses of previous years. There is an academic skew, in that academic performance, as represented by GCSE predicted grades, is not homogeneous across all ethnicity groups, and this is a key driver in admissions decisions. In addition, previous research suggests that the discrepancy between applications and enrolments is linked to the geographical distribution of the minority ethnic population: the College draws almost half of its students from Barnet, and by policy takes fewer students from more distant, more ethnically mixed boroughs, such as Hackney, Islington and Brent.

3. Socio-economic context

The College draws its students from one of the most highly textured and diverse sub-regions in the country. The Ofsted “Socio-economic performance indicator” described the college as being in the second most deprived quartile of sixth form colleges. There were 248 students (20%) in receipt of the discretionary or full bursary. The level of income for the discretionary bursary is set at the same as for free school meals. This compares with 17% of young people in Outer London at age 16 entitled to free school meals and 35% in Inner London (London’s Poverty Profile 2013).

According to a recent survey of students, in which over 900 responded (about 75% of the student body), 54% of students come from a family in which neither parent attended university. Given that 90-95% of Woodhouse students progress to university, this represents a significant contribution to educational and social mobility.

4. Student Disability Data

183 learners were recorded as having a disability of some kind, which is 15% of the total. See more details on page 5.

5. Disciplinary Processes

In 2012-13, a total of 837 cause-for-concern forms were issued. These are online forms which represent the lowest level of collegiate referral, and range from concerns about attendance or lack of work to inappropriate behaviour. The gender split was as follows:

	% Cause for Concerns	% College Population
Female	47	61
Male	53	39

Clearly, a disproportionate number of cause for concerns are issued to male students.

Similarly, the break-down of the 91 disciplinary warnings issued show that male students are disproportionately involved in the disciplinary process. It might be worth asking whether our systems are right for both sexes or whether there are different things we should be doing with boys who are heading off the rails.

Gender	% Disciplinary Warnings	% College Population
Female	47	61
Male	53	39

Conversely, data on cause for concerns and disciplinary warnings broken down by ethnicity show a more proportionate picture.

	% Cause for Concerns	% College Population
Asian	18%	22%
Black	19%	19%
Mixed	14%	11%
Other	4%	6%
White	44%	42%

	% Disciplinary Warnings	% College Population
Asian	22%	22%
Black	20%	19%
Mixed	20%	11%
Other	8%	6%
White	31%	42%

B: Student Achievement Data

1. Socio-economic gaps

According to the Socio-economic performance indicator produced by Ofsted the College was ranked in the second quartile in terms of deprivation. This means that around 35 of 93 SFCs had student populations with a higher deprivation score on average than Woodhouse. The mean success rate for colleges in this quartile was 85% whereas at Woodhouse it was 92% in the year in question. Whilst this is a crude measure, it suggests that relatively deprived students are more likely to stay on their courses and achieve at Woodhouse than at colleges with a comparable deprivation score.

2. Gender gaps

Both male and female students are more successful at the College than at SFCs on average. Importantly the gap between male and female students is smaller than nationally for success, retention and achievement rates.

2012-13	Success		Retention		Achievement	
	Woodhouse	SFCs	Woodhouse	SFCs	Woodhouse	SFCs
Female	93.2	86.5	98.2	92.7	94.9	93.3
Male	92.6	83.7	98.8	92.3	93.7	90.7
Gap	0.6	2.8	-0.6	0.4	1.2	2.6

At A Level, the grades achieved are more polarised for male students than female students, with higher percentages achieving both the highest and lowest grades. 36% of grades achieved by male students are A/A* grades as opposed to 29% for female students.

ALIS data on gender shows that male students on average achieve above expectations whereas female students achieve below. This pattern is most marked at A Level and in the sciences and maths.

3. Ethnicity gaps

All ethnic groups had success rates above benchmarks. Other Asian and Other ethnicities had the lowest success rates at 87% and 85% respectively.

Success rates by ethnicity with SFC benchmarks

	2010-11	BM	2011-12	BM	2012-13	BM	No. Starts 2012-13
White							
White British	92	85	92	84	94	85	1320
White Irish	86	83	80	84	95	86	42
White other	93	83	87	84	93	85	490
Asian							
Chinese	88	89	97	89	98	88	108
Bangladeshi	95	81	93	80	91	82	134
Indian	92	87	90	85	94	89	335
Pakistani	97	83	91	81	94	85	93
Other Asian	91	83	91	85	87	85	260
Black							
Black African	97	84	93	86	95	86	567
Black Caribbean	96	81	93	82	93	83	206
Black other	95	81	73	83	90	85	52
Mixed							
Mixed white /Asian	94	86	94	86	92	86	154
Mixed white/ African	91	82	90	83	97	83	62
Mixed white / Caribbean	96	82	97	80	93	82	113
Mixed other	96	83	91	84	95	85	152
All other							
Other	95	80	86	82	85	84	265
Unknown	100	79	100	79	n/a		0

4. Disability gaps

No single disability group has a success rate below the national average. Students with mental health issues had a lower retention rate than nationally, and students with mobility, visual and 'other' problems had achievement rates below benchmarks. The College is seeing an increasing number of students coming in to this category and is constantly working on strategies to support them further.

Disability	Starts	Success rate %	Retention rate %	Achievement rate %
Asperger's	15	100	100	100
emotional/behavioural	4	100	100	100
hearing	15	100	100	100
medical	487	89.5	97.1	92.2
mental health	64	85.9	90.6	94.8
mobility	20	85	100	85
other	27	85.2	96.3	88.5
visual	7	85.7	100	85.7
	639	89.4	96.7	92.4
SFC BM for those with disabilities		82.9	92.3	91.2

C: Staffing Composition

1. Gender

		2011-12		2012-13	
		Female	Male	Female	Male
College	Teaching	64%	36%	70%	30%
	Support Staff	60%	41%	68%	32%
	Total	62%	38%	69%	31%

At senior leadership level, there are two female and three male staff, and this is unchanged in five years.

2. Disability

There were 4% members of staff with a self-identified disability in 2011-12, compared with an FE sector average of 3.3%. In the previous year, the College figure was 2%.

3. Ethnicity

%	Ethnicity - summary	Woodhouse	Colleges Nationally
Teaching Staff	Asian	13%	3%
	Black	3%	3%
	Other	3%	1%
	Mixed	3%	
	White - British	69%	81%
	White - Other	9%	5%
Support Staff	Asian	11%	4%
	Black	5%	3%
	Other	0%	1%
	Mixed	3%	
	White - British	59%	83%
	White - Other	22%	3%

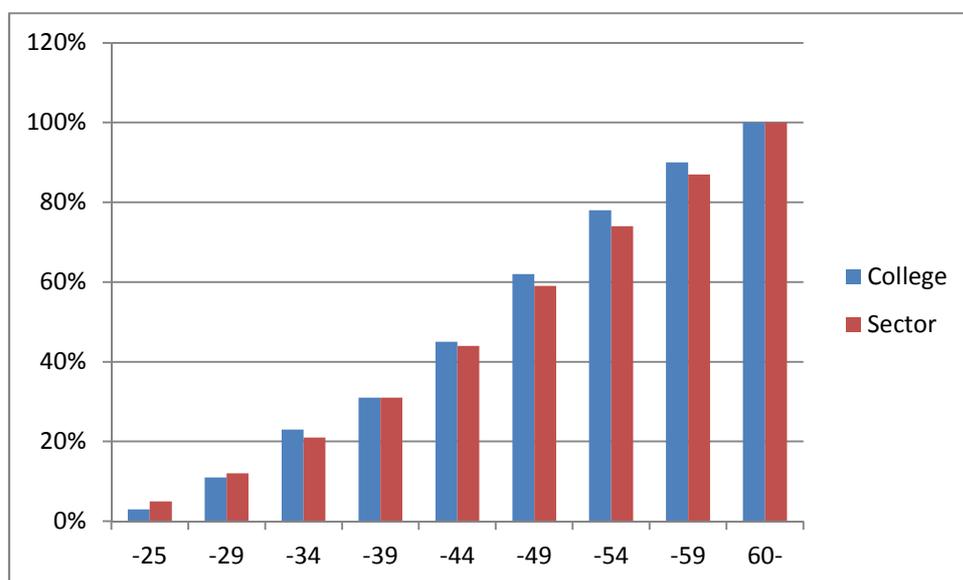
The proportion of minority ethnic staff has increased over the last three years and is greater than the sector average. In particular, the number of Asian staff in all categories has increased. The number of Black staff has, however, not increased.

Contextual data from the Dfe and GTC helps explain the challenges involved in increasing BME proportions of teaching staff : 94% of teachers in schools in England are White (Nov 2010) , and only 9% of new entrants to teacher-training courses in England were BME in 2009.

4. Age Distribution

Age band	College	Sector
Under 25	3%	5%
25 - 29	8%	7%
30 - 34	12%	9%
35 - 39	8%	10%
40 - 44	14%	13%
45 - 49	17%	15%
50 - 54	16%	15%
55 - 59	12%	13%
60 and over	10%	13%

Cumulative Age Chart



This chart shows that whilst the College has fewer very young staff (under 29), its age profile is otherwise younger than the sector nationally.

5. Staff Recruitment 2010-11

As part of the recruitment process, each applicant completes a standard application form; CVs are not accepted. The single page with all personal details (name, address, gender, ethnicity, date of birth, disability) is detached from the application by the HR team, and all short-listing is carried out without this information being available to short-list panels. In this way, any bias or prejudicial outcome is minimised.

All vacancies are advertised on the College website, via the TES (teaching) or local Barnet Press (support staff) and also sometimes via the R21 agency which specifically targets disability and minority ethnic publications and websites. All adverts feature the line *“The College is committed to equality and diversity and hence encourages applications from minority ethnic groups which are currently underrepresented. The College is also committed to the protection of children and vulnerable adults.”*

The College has not had the opportunity to apply positive action considerations under the provisions of the 2010 Equality Act (which can apply if two candidates are of equal merit).

By Disability

A total of 16 applicants (3% of total) identified themselves at application as having a disability. Of these were 14 applying for support staff roles, and 2 for teaching vacancies. 2 were shortlisted and neither appointed.

By Gender (%)

Teachers			
	Applications	Short-listed	Appointed
Male	48%	39%	43%
Female	52%	61%	57%

Support Staff			
	Applications	Short-listed	Appointed
Male	48%	47%	33%
Female	52%	53%	67%

Female and male applicants are in roughly equal number, but female applicants are more likely to be short-listed for teaching roles, despite gender data being removed from shortlisting panels. Female interviewees seem to perform better for support staff role as their appointment rate is significantly higher than males.

By Ethnicity

Support Staff:

	Applied	Short-listed	Appointed
Asian	18%	57%	33%
Black	14%	2%	0%
Mixed	3%	0%	0%
Not Given	4%	0%	0%
Other	1%	2%	0%
White	59%	40%	67%

Teaching Staff:

	Applied	Short-listed	Appointed
Asian	26%	26%	29%
Black	13%	9%	14%
Mixed	1%	4%	0%
Not Given	3%	4%	0%
Other	1%	4%	0%
White	55%	52%	57%

These data are potentially misleading as small numbers are involved. They would seem to show that in support staff appointments, Asian applicants are more likely to be shortlisted but from the short list, white candidates are more likely to be successful

In teaching appointments, the differential rates are not significant.

D: Equality & Diversity Activity

The college Equality and Diversity student group 'The EDucators' consist of enthusiastic and proactive members who aim to raise awareness within the college of equality and diversity issues, this year with a particular focus on homophobia and mental health. They have created two colourful notice boards, advertised events on Moodle, have set up a Twitter account to publicise interesting articles in the news and a YouTube account where student videos are uploaded. For Black History Month they made a fantastic video about people that Woodhouse students look up to. During 'Blue Monday' they worked with the college to give out free tea, hot chocolate, hugs and Hi5's! Students really appreciated this, on what is supposedly the most depressing day of the year. The EDucators got the students dancing for 'One Billion Rising' day in order to raise awareness of violence against women. They also co-ordinated a debate discussing the title "Music that glorifies violence against women should be banned". They presented their achievements and future plans at Staff Equality and Diversity meetings and are currently producing a magazine called the 'EDitorial'. There are lots of other events, some of which involved members of 'Spectrum' (the LGBT group) & 'FemSoc' group.

E: Equality Targets

All targets are for the 2013-14 academic year, unless otherwise stated, and will be reported upon in January 2015

- To increase the percentage of female students gaining A/A* grades at A Level from 29% to 35%.
- Increase male achievement rate from 93.7% to 95%.
- Raise awareness of E&D issues in more lessons. All schemes of work to have at least one reference to where an E&D issue can be incorporated.
- Monitor achievement and value added data for students with disabilities and/or social disadvantages to make sure they fulfil their potential.