



WOODHOUSE  
COLLEGE

# Equal Opportunities & Diversity Annual Report July 2006



## 1. Summary of Equal Opportunities Group's activities

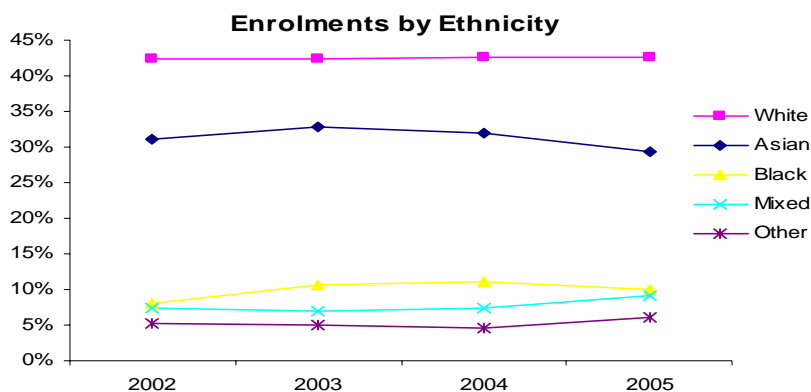
- New Tutorial introduced on Harassment and Bullying during Anti-Bullying week. Displays in Student Social Area. Screensaver on Intranet.
- Development of a set of subject specific questions for the interview process to ensure that interviews are fair and transparent.
- Investigation of the impact of the Coursework Deadlines Policy on gender and on ethnic groups.
- An analysis of students on Disciplinary Procedures with respect to Ethnicity and Gender. This was followed up with a Focus Group.
- A new tutorial introduced to dispel the myths about refugees and Asylum Seekers was introduced to coincide with Refugee Week.
- Student Voice: a number of Focus Groups and meetings were held to get further insight into students' perceptions of College life in addition to a major cross-College survey responses to which were analysed by gender and ethnicity.
- E.O reported upon more overtly in Senior Tutors' observations of Tutorials.
- Alongside the general celebration of a wide range of festivals and cultural events there was for the first time an evening meal to break the fast during Ramadan, organised by a group of student, attended by around 125 staff and students.

## 2. Monitoring data

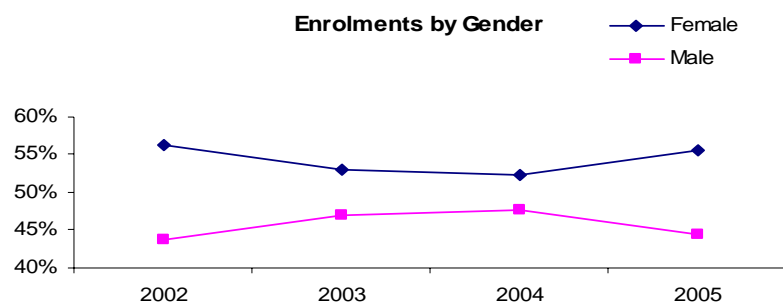
### 2.1 Enrolments

Cohort		2002	2003	2004	2005
White	White British	33%	33%	32%	31%
	White Other	8%	8%	10%	11%
	White Irish	2%	1%	1%	1%
	Total	42%	42%	43%	43%
Asian	Indian	18%	20%	18%	16%
	Other Asian	4%	6%	7%	6%
	Chinese	3%	3%	3%	3%
	Bangladeshi	3%	2%	2%	2%
	Pakistani	2%	2%	2%	1%
	Total	31%	33%	32%	29%
Black	Black African	5%	7%	7%	6%
	Black Caribbean	3%	3%	3%	3%
	Other Black	1%	1%	1%	1%
	Total	8%	11%	11%	10%
Mixed	Other Mixed	4%	4%	4%	4%
	White/Asian	2%	2%	2%	2%
	White/Black Caribbean	1%	1%	1%	1%
	White/Black African	0%	0%	1%	1%
	Mixed Total	7%	7%	7%	9%
Other	Other Total	5%	5%	5%	6%

(unknowns excluded)



It can be seen that ratios have remained fairly constant over the period. Some 30% of North London residents are from minority ethnic groups. The College therefore continues to enrol significantly higher numbers of students from minority ethnic background than is proportionate to the population it serves.



	2002	2003	2004	2005
Female	56%	53%	52%	56%
Male	44%	47%	48%	44%

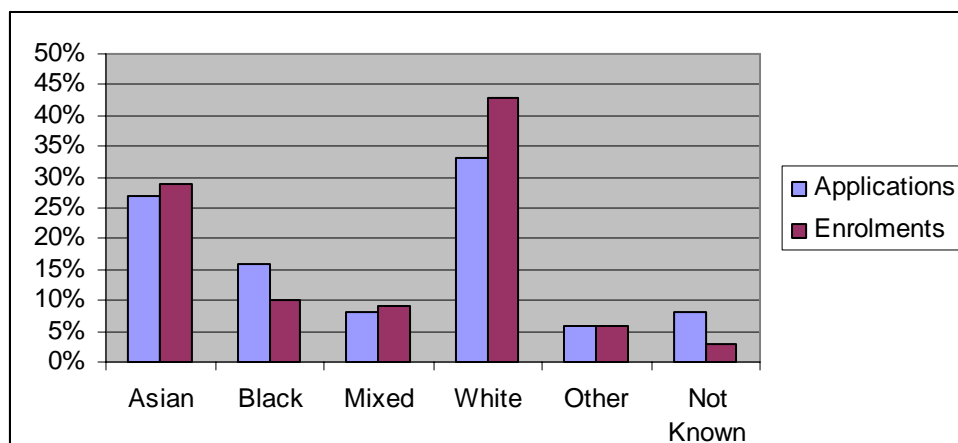
The female/male ratio, having narrowed, has now widened again to a difference of 12 percentage points. This reflects application numbers and relative gender success in GCSE results – for admission to the College in September 2005, 57% of applicants were female and only 43% male.

## 2.2 Admissions

The first table below shows the percentages of applications from each ethnic grouping for admission to the College for the academic year commencing September 2005.

Asian	Black	Mixed	White	Other	Not Known
27%	16%	8%	33%	6%	8%

The chart below compares application and enrolment rates for each aggregated ethnic group.



This shows that Black students continue to be least successful in their applications whereas white students continue to enjoy the greatest success rates. As discussed in previous reports, this is not necessarily due to discrimination in College admissions procedures and is more likely to reflect the relative academic strength of applications and of distance from the College.

Differences in application by gender are slight. The table below shows the percentage of applications and enrolments for 2005-06:

	Applications	Enrolments
Female	57%	56%
Male	43%	44%

### 2.3 Retention

The following table shows retention by ethnic group and by gender over the last four years.

		Cohort	2002	2003	2004	2005
White	White British		98%	97%	97%	99%
	White Other		99%	98%	96%	97%
	White Irish		100%	100%	100%	100%
	Total		98%	97%	97%	99%
Asian	Indian		99%	98%	99%	100%
	Other Asian		100%	100%	100%	97%
	Chinese		97%	100%	96%	100%
	Bangladeshi		100%	100%	90%	95%
	Pakistani		100%	100%	93%	100%
	Total		99%	99%	98%	99%
Black	Black African		100%	100%	100%	100%
	Black Caribbean		96%	100%	100%	97%
	Other Black		100%	83%	100%	100%
	Total		99%	99%	100%	99%
Mixed	Other Mixed		89%	97%	97%	95%
	White/Asian		100%	100%	100%	100%
	White/Black Caribbean		92%	90%	100%	100%
	White/Black African		100%	100%	88%	100%
	Total		93%	97%	97%	98%
Other	Other Total		98%	94%	98%	98%

	2002	2003	2004	2005
Female	99%	98%	98%	99%
Male	97%	98%	98%	98%

Retention remains very high across all groups of students, with no specific causes for concern.

### 2.4 Achievement

The following table shows achievement data for the last three years. Achievement is shown as a percentage of completers, and the data excludes key skills courses.

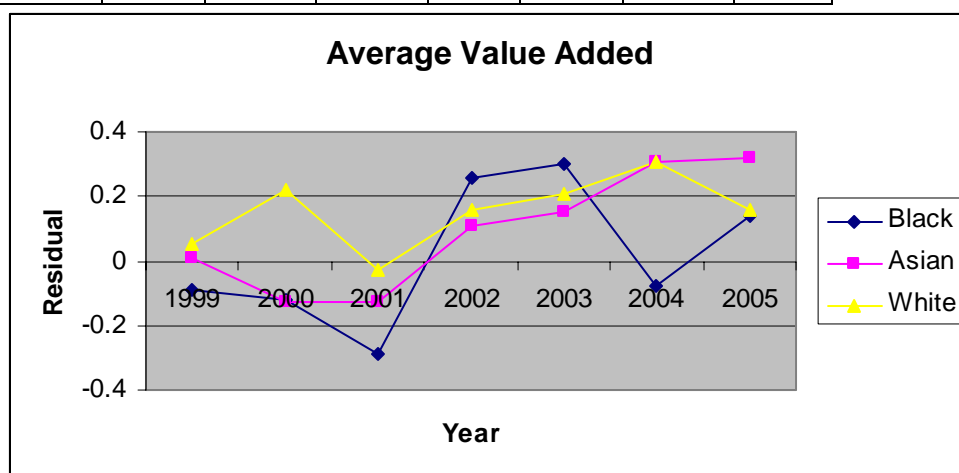
		Cohort	2002	2003	2004
White	23	White British	92%	94%	96%
	25	White Other	90%	91%	95%
	24	White Irish	82%	95%	96%
	W	Total	91%	94%	96%
Asian	12	Indian	90%	95%	97%
	14	Other Asian	91%	93%	95%
	18	Chinese	92%	92%	97%
	11	Bangladeshi	87%	93%	94%
	13	Pakistani	96%	97%	96%
	A	Total	90%	94%	96%
Black	15	Black African	82%	95%	98%
	16	Black Caribbean	90%	94%	95%
	17	Other Black	80%	100%	95%
	B	Total	84%	95%	97%
Mixed	22	Other Mixed	82%	89%	92%
	19	White/Asian	91%	93%	91%
	21	White/Black Caribbean	86%	100%	97%
	20	White/Black African	83%	100%	100%
	M	Mixed Total	86%	93%	93%
Other	O	Other Total	87%	88%	95%

		2002	2003	2004
F	Female	91%	95%	97%
M	Male	88%	92%	95%

Male students have continued to achieve at a slightly lower rate than females. Black students, having achieved relatively less well in 2002, are now at the same high levels as other groups. There are fluctuations and variations from year to year but no trends that point to any particular areas for concern.

An added-value summary is shown below. This shows average (standardised) ALIS regression residuals by aggregated ethnic group for each cohort at A-level. This is a concise version of a more detailed analysis.

	Average Standardised Residuals (ALIS)						
	1999	2000	2001	2002	2003	2004	2005
Black	-0.09	-0.12	-0.29	0.26	0.3	-0.08	0.14
Asian	0.01	-0.13	-0.13	0.11	0.15	0.31	0.32
White	0.05	0.22	-0.03	0.16	0.21	0.31	0.16



There are no clear, entrenched trends that would cause alarm. Black students achieved lower average value added in the last two years than White or Asian groups but not significantly so. The value added of Black students is more unstable, fluctuating far more, but that is probably a function of smaller numbers.

Note that differences in added value may be explained by distributional differences. For example, the ethnic composition of the student cohort in science subjects contrasts sharply with humanities. Differences in ethnic achievement may therefore be disguised differences in subject achievement. A more detailed analysis shows that in 2005 there were no A-level subjects in which one ethnic group performed significantly differently from others, except in DT where "Others" achieved significantly greater value added. A similar picture is true at AS-level and AVCE.

#### Value Added: Gender Analysis 2005

		Female	Male
A2	Average GCSE score	6.5	6.4
	Average A2 residual	0.16	0.12
	Significance	high	high

The above table shows that the female cohort in 2005 is slightly more able than the male cohort, when measured by average GCSE grade and achieved very slightly better at AS/A2 in relation to prior attainment. Neither difference is statistically significant.

## 2.5 Student Voice

In a major cross-College survey of students' views, modelled on the national survey of students' attitudes, there were discrepancies by gender and ethnicity in responses to a few of the questions:

### “I Feel Safe In The College”

Gender	Agree	Disagree
Male	94%	6%
Female	98%	2%
Ethnicity		
Black	89%	11%
Asian	98%	1%
Mixed	97%	3%
Other	92%	8%
White	91%	9%

Significantly more black students do not agree that they feel safe in the College (of the 11%, 8% disagreed “a lot”) relative to the average response. Whites were the second lowest agreeing group.

### “I Would Recommend The College To A Friend”

Gender	Agree	Disagree
Male	93%	6%
Female	92%	8%
Ethnicity		
Black	87%	13%
Asian	95%	3%
Mixed	89%	8%
Other	85%	16%
White	96%	5%

Clearly greater recommendations from White and Asian students.

### “The College Gives Us All An Equal Chance To Succeed”

Gender	Agree	Disagree
Male	85%	13%
Female	90%	9%
Ethnicity		
Black	81%	19%
Asian	93%	6%
Mixed	92%	6%
Other	79%	20%
White	90%	10%

Significantly less positive responses from Black & Other ethnicities.

### “There Is A Good Range Of Recreational And Sporting Opportunities”

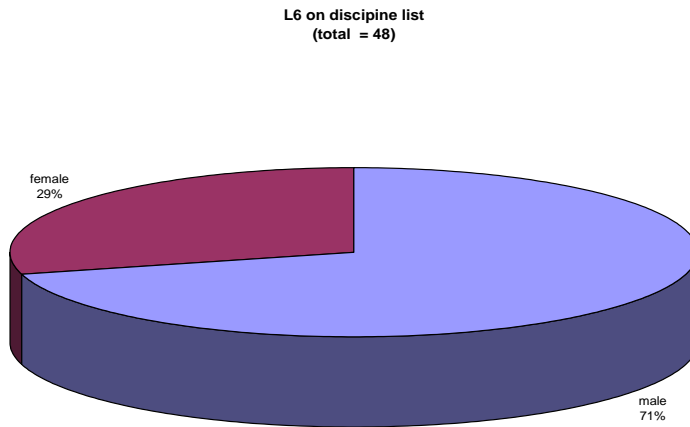
Gender	Agree	Disagree
Male	76%	24%
Female	83%	16%
Ethnicity		
Black	62%	38%
Asian	78%	21%
Mixed	94%	3%
Other	77%	23%
White	83%	17%

Comment: males less positive than females; Black students much less positive than others.

These discrepancies are a subject for further research and investigation by the Equal Opportunities Group before the College formulates a response.

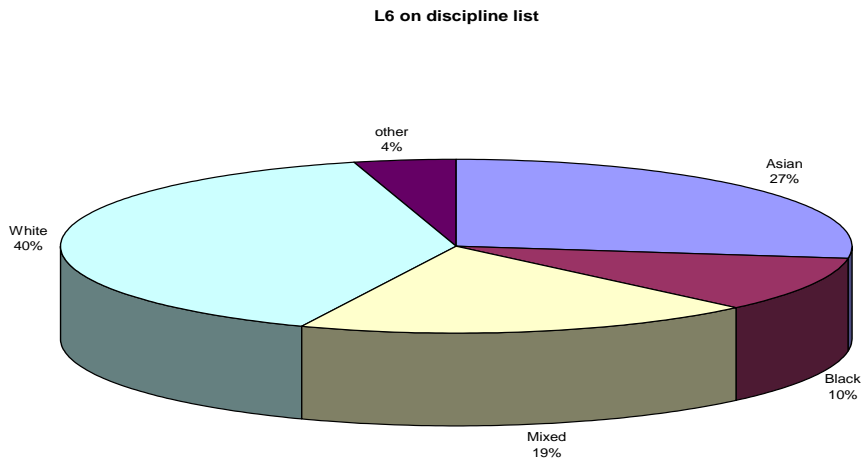
## 2.6 Disciplinary Processes

The EO Group collected data on 6L students who have been involved in formal disciplinary procedures:

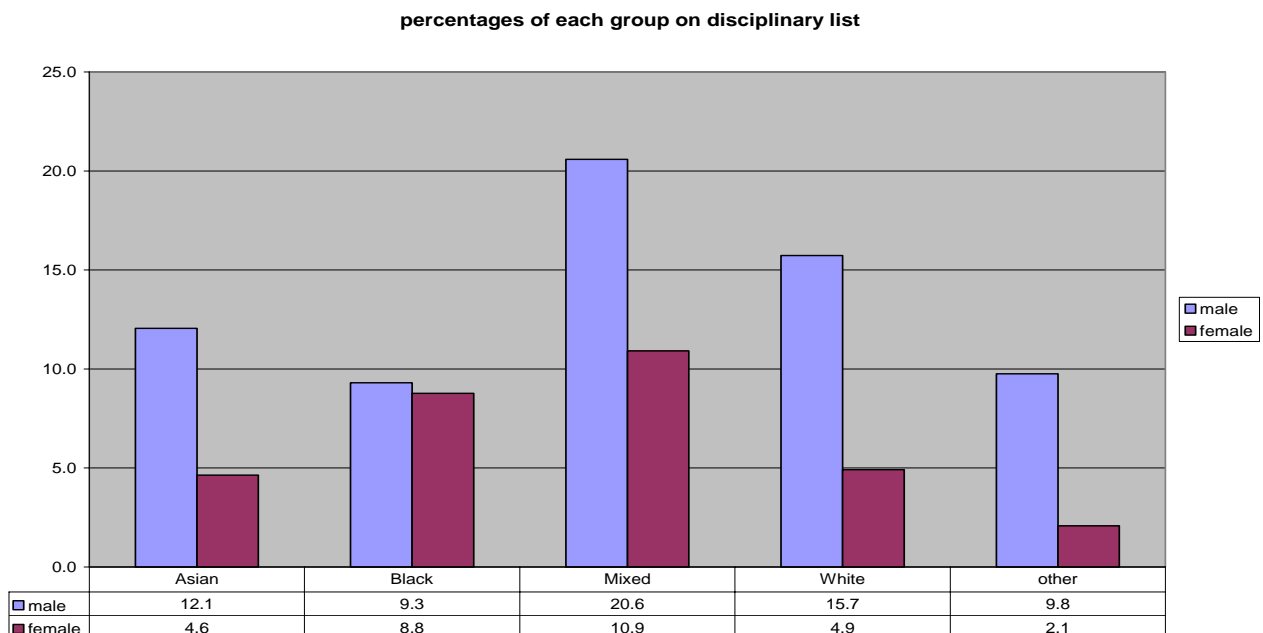


Clearly, far more male students than females have been involved, especially when considering that there are considerably more female students in the lower sixth.

The ethnic breakdown of those on the discipline list does not appear to be dramatically different from that of the College:



However, it does appear that 'mixed' and white boys seem to be the more likely to appear. Amongst males, black students seem to be the least likely.

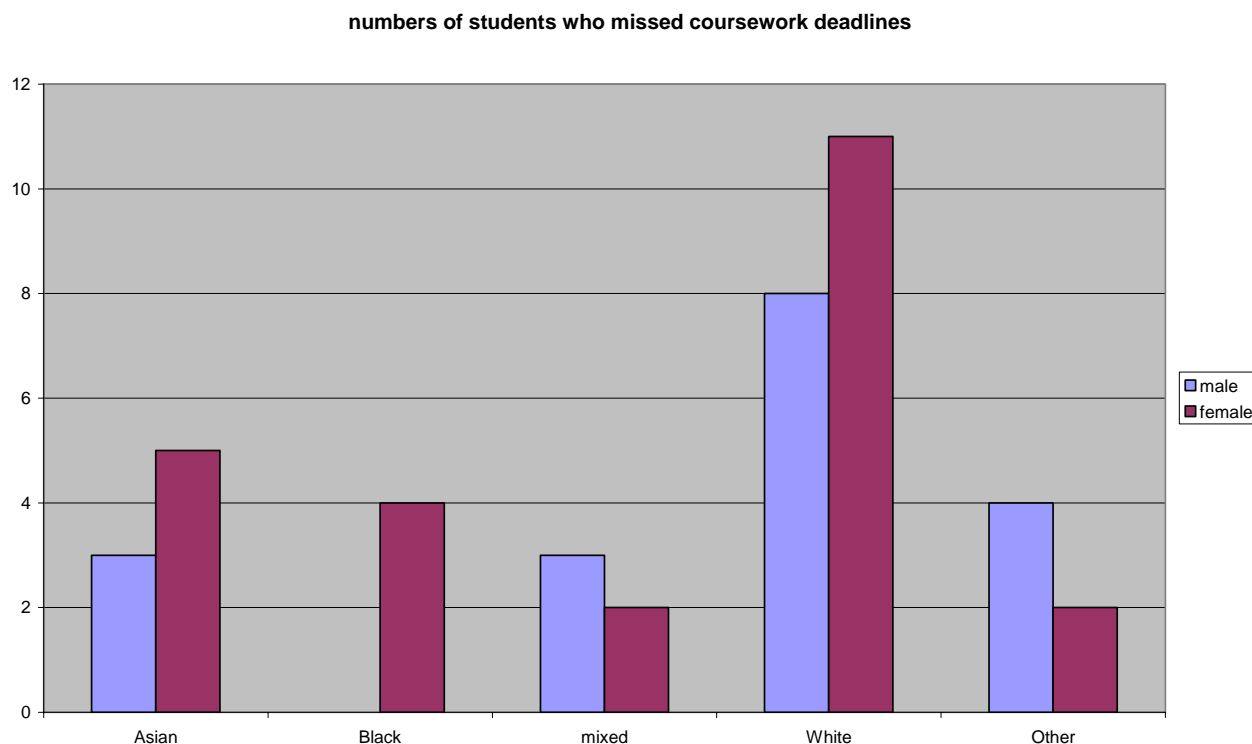


### 2.7 Racist Incidents

There were no recorded racist incidents this year. This is not to say, however, that there were none, and the EO Group will take forward discussions to ensure that any such incidents are captured effectively.

### 2.8 Coursework deadlines

The EO Group collected data this year on the numbers of students who missed coursework deadlines:



At first glance, it appears that these proportions are not significantly different from the whole college, though it should be noted that no black male students failed to meet deadlines. However, more detailed research might be needed, by looking at the numbers of students in the subjects from whom the data was collected.

### 2.9 Staffing

<b>Gender profile</b>	All staff	Teaching staff	Support staff
Male	38%	38%	38%
Female	62%	62%	62%

The gender profile of teaching staff has stayed fairly uniform over the last few years, whilst the support staff has now more male staff and has converged to an identical profile. The majority of females on the staff extends also to the management of the College: women form the majority on the senior management team; there are 9 female heads of department out of 13; and two of the three curriculum quality managers are women.

<b>Ethnicity profile</b>	All staff	Teaching staff	Support staff
Asian	7	7	7
Black	3	5	0
White	90	88	93
Other	0	0	0

The ethnic composition of teaching and support staff is quite similar. The proportion of white staff is much greater than the equivalent figure for students and is higher than the Barnet population as a whole (74%). There has been no increase in numbers of staff from minority ethnic groups.



### 3. Review of Targets for 2004

Target	Outcome
Success rates for all ethnicity and gender groupings of at least 90%	Achieved
Sustained trends of non-negative added value for all ethnicity and gender groups in all curriculum areas.	All ethnic & gender groups achieved positive VA in 2004 and in 3-year average 2002-04
Increase proportion of teaching staff from minority ethnic groups	No progress made – very little staff turnover in 2004-05

### 4. Review of Action Plan for 2005/06

Action Planned	Progress
EDIMS/impact of Policies and Procedures on certain groups including the impact on males and females of the disciplinary procedures and of the coursework deadline policy	Impact analysis undertaken into disciplinary procedures and coursework deadline policy
Introduction of Harassment and Bullying tutorial in to the tutorial programme	Achieved
Teaching staff and support staff training on equal opportunities, discrimination and Child Protection	Child protection training undertaken but follow-up is required; DDA training for certain staff has taken place. Further E & D staff development planned for next year
EO to be specifically reported on in tutorial observation	This is now in-built into observation criteria but is to be reviewed
Senior Tutors to carry out student focus groups re EO and student support	Achieved
A sample of current black male students to be interviewed to ascertain what they perceive as barriers to progress	Not done; may now take place following student perception survey
Promotion of EO responsibility in Student Union	S.U. has been involved in EO issues but no formal position constructed

### 5. Targets for 2006-07

- 5.1 Success rates for all ethnicity and gender groupings of at least 90%
- 5.2 Sustained trends of non-negative added value for all ethnicity and gender groups in all curriculum areas.
- 5.3 Increase proportion of teaching and support staff from minority ethnic groups.

### 6. Action Plan 2006-07

- Draw up and implement new timetable for policy impact reviews
- Review Equal Opportunities Policy, incorporating Race Equality Scheme
- Increase awareness activities amongst staff and students on issues around homophobia
- Investigate reasons underlying ethnic discrepancies in student survey results
- Discuss College systems for recording racist incidents and amend as necessary
- Training in child protection, equality & discrimination, DDA compliance