



**Portland College**  
**Annual Equality Report**  
**2016**

Data analysed in this report cover the academic year 2015-16

## INTRODUCTION

At Portland College we are dedicated to the provision of a safe and supportive environment in which everyone is able to learn and work to the best of their ability. We seek to nurture an environment of respect and understanding for all, where each person is seen as an individual with unique needs and skills.

Our commitment to equality, diversity and inclusion (EDI) is reflected in the quality of our teaching and learning, course provision, resources, learner support, communications, human resources and partnerships with external bodies.

This report provides an overview of activity related to EDI at the college for the academic year 2015/2016. It also outlines ways in which the full range of services and provision across Portland College have engaged with equality and diversity and how we, as a college, are responding to our responsibilities in an area that continues to experience high levels of social inequalities and deprivation.

## STRATEGIC INTENT - OUR PUBLIC SECTOR DUTIES

The Equality Act (2010) outlines our responsibilities to:

- Eliminate unlawful discrimination
- Advance Equality of Opportunity
- Foster good relations between people who share a characteristic and those who don't

The Equality Act brings together several pieces of existing legislation and expands the number of Protected Characteristics (PC) to:

- Sex
- Disability
- Age
- Race
- Religion or belief
- Marriage and civil partnership
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity

Portland College supports equality of opportunity, promotion and celebration of diversity and inclusion.

The College is committed to treating staff and learners no less favourably than others on any unlawful grounds because of age, disability, sex, gender identity, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins) sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as 'protected characteristics'.

As members of this community, it is expected that we will contribute to ensure the college continues to be a safe, welcoming and successful environment by:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by Equality Act 2010.

- Ensuring all learners has equitable access to college provision and services.
- Ensuring achievement gaps between learners sharing protected characteristics are minimised.
- Ensuring all learners (or their advocates) have an equal opportunity to plan their own transitions.
- Ensuring Equality, Diversity and Inclusion is promoted and celebrated throughout college activities.
- Ensuring all staff have appropriate Equality, Diversity and Inclusion training.
- Increasing the diversity of our workforce.

We have a Single Equality Scheme and action plan which describe our unified approach and strong commitment to EDI across the college community, our legal obligations and how we will achieve this.

## I. EDI Benchmarking Data

The college is situated in the Ashfield Local Authority. However we are at the point where four Local Authorities meet, the other three being Mansfield, Newark & Sherwood and Gedling. So for the following analysis we have combined the data for the four local authorities.

The data is from the 2011 Census where the information for a Protected Characteristic was collected, Office for National Statistics and Stonewall have been used for the newer Protected Characteristics, i.e. Gender Reassignment.

### Sex

51% of the population in the four nearest Local Authorities (**Ashfield, Mansfield, Newark & Sherwood and Gedling**) are female. This is also the national rate for England.

These figures will be used for the staff, learner and citizen analysis.

### Disability

For the four combined local authorities, 10% of the population have substantial limitations on their day to day activities due to long term disabilities, with a further 11% with minimal limitations.

The majority of learners at Portland College are high needs disabled learners with an Education, Health and Care Plan (EHCP), with 1% privately funded. Portland Freedom provides care and support for citizens with disabilities. Therefore the 10% figure mentioned above will only be used for the Staff Analysis.

### Age

The majority of our learners are Education Funding Agency (EFA) funded and so are between 16 and 24 (19 to 24 must have an EHCP). The Portland Freedom citizens are split over a wider age range, but the majority are between 16 and 24, with 24% of them 25+. Therefore, it is the working age split, seen in Figure 1, which will be of interest for our Staff analysis. Currently, the data for working age only reflects up to the age of 65.

#### Age Band Split (%) for the Four Local Authorities around Portland College (2011 Census)

	% Whole Population	% Working Age
0 to 15	18	
16 to 24	11	17
25 to 34	11	18
35 to 44	14	22
45 to 54	15	23
55 to 64	13	20
65+	18	

Figure 1

### Ethnicity

3.6% of the four Local Authorities population are Black and Minority Ethnic (BME). This compares with a BME figure for the East Midlands of 10.7% and nationally of 14.6%.

These will be applied as our comparison figures for staff, learners and citizens.

### **Religion**

For the four Local Authorities 61% are Christian, 31% No Religion, 7% didn't state their religion. After the main three selected options, Muslims are the next highest at only 0.6%.

These will be taken as our comparison figures for staff, learners and citizens.

### **Marital Status**

From the 2011 Census for the four Local Authorities the data showed 49% are Married, 30% Single, 13% Divorced/Separated and 8% Widowed.

None of our learners or citizens have declared that they are married, so this will be used for the Staff Equality, Diversity & Inclusion (EDI) analysis.

### **Gender Reassignment**

No Census data exists for this Protected Characteristic. The latest report available from the Office for National Statistics (Trans Data Position Paper 2009) states that the highest estimate for transsexuals in the UK is 1 in 10 000 (6200 people) or 0.01%. However, this figure increases when considering the Trans community to between 65 000 and 200 000, which equates to 0.3% of the population. So the expected figure for Gender Reassignment is between 0.01% and 0.3%.

### **Sexual Orientation**

There is no Census data, but Stonewall, a gay rights charity, estimate that 5-7% "is a reasonable estimate".

However, there is no reliable data and on how large or small the Lesbian, Gay, Bisexual, Transgender (LGBT+) community is in the Local Authorities around the College.

### **Pregnancy**

No Data exists for this in the 2011 Census. An approximate figure is 2% of people in the UK are pregnant on any one day, from the Office of National Statistics (ONS) Conception in England and Wales Statistics 2014.

This data is now captured by the HR Department. During the academic year of 2015/16 (from the 01/08/15 to 31/07/16) Portland College had 9 members of staff leave on Maternity Leave.

## 2. Learners

There are two parts to this analysis, firstly looking at the Protected Characteristics of learners in the College, and then looking at the success rate of these learners.

### 2.1 Learner Numbers by Protected Characteristic

We have provided information of EFA funded FE learners over the last three academic years: 13/14, 14/15 and 15/16.

#### Sex

The split between Female and Male learners has narrowed by 10% from a difference of 40% to 30% since last year. We have 65% male compared to the 49% male in the Local and National Figures.

Studies have found that Autism is a lot more likely to be found in males, with an estimate at a difference of 4 to 1, see autistic spectrum disorders fact sheet by Synapse, see Annex A. As shown in the type of Disability, we have a high number of Autistic learners (46%), of these 71% are male.

#### Sex Split for Last 3 Years (%)

	Female	Male	Other
15/16	35%	65%	0%
14/15	30%	70%	0%
13/14	30%	70%	0%

Figure 2

#### Disability

All our learners are high needs with a disability, so the analysis focuses on the split of disabilities and how it changes by year. The learner's principal disability is identified during their initial assessment, and will be the disability judged to have the greatest impact on the learner.

#### Disability Split for Last 3 Years (%)

	Autistic Spectrum Disorder	Profound Complex Disability	Physical Disability	Brain Injury	Severe or Moderate Learning Disability	Other
15/16	46%	13%	22%	5%	13%	1%
14/15	54%	27%	5%	6%	3%	6%
13/14	53%	10%	20%		12%	5%

Figure 3

The percentage of learners with Autistic Spectrum Disorder as a principal disability has reduced by 8% since last year. This is partly due to a change in the methodology behind designating the principal disability, if all learners with Autism as a disability are counted the figure increases to 51%.

Also, there is a switch to Physical Disability from Profound Complex Disability, with a 31% upward swing. This is due to a change in the way we classify the disability on the learners' individual learner

records, Cerebral Palsy is now classified as a Physical Disability and not a Profound Complex Disability.

### Age

There has been a 4% increase in learners aged 16-18 this year. However, if you average the percentage of 16 to 18 year olds over the last three years there are 28%, which matches this year's figure.

#### Age Split for Last 3 Years (%)

	16-18	19-24
15/16	28%	72%
14/15	24%	76%
13/14	31%	69%

Figure 4

### Ethnicity

The number of BME learners has reduced from 9% to 8% with the particular Ethnicity from a mixed background falling by 1% which equates to 2 people. Over 60% of our learners are from Nottinghamshire and Nottingham, but the remaining 40% are from further afield. Therefore, we would expect the BME percentage to be somewhere between the local figure of 3.6% and the national figure of 14.6%.

#### Ethnicity Split for Last 3 Years (%)

	White	Black	Asian	Mixed	Other
15/16	92%	1%	4%	3%	1%
14/15	91%	1%	4%	4%	1%
13/14	89%	5%	3%	3%	

Figure 5

## Religion

For religion there is a decrease in data captured on the previous year of 3%. However, the assessment team will be collating this information using an improved EDI capture form from September 2016.

It is worth noting that whilst we make efforts to improve data capture in this area, for some learners, religion will remain an abstract concept. Work is currently under way with vocational leads to ascertain the number of learners this would refer too.

### Religion Split for Last 3 Years

	None Stated	Christian	No Religious Beliefs	Other
15/16	76%	11%	10%	4%
14/15	72%	19%	6%	3%
13/14	No Data	No Data	No Data	No Data

Figure 6

## Marital Status

The data shows us that none of our learners have declared as being married, so even though the Unknown value has an improvement of 8% on the previous year, we will still continue to improve the capture of this information. Recommendation 1 in last year's Annual Equality Report has led to the development of an improved EDI data capture form that has been sent to all new learners as of September 2016.

### Marital Status Split for Last 3 Years (%)

	Single	Unknown
15/16	84%	16%
14/15	76%	24%
13/14	No Data	No Data

Figure 7

## Gender Reassignment

Previously this protected characteristic had not been collected, work has now begun on capturing this information from September 2016 and will be available within the 2016/17 report.

## Sexual Orientation

This Protected Characteristic was not previously collected, however as of September 2016 it is captured and the College has positively promoted the reasons behind collecting the information at internal EDI events. This information will be available in the 2016/17 report.

## Pregnancy & Maternity

This is another Protected Characteristic that our data informs us is unlikely to be applicable to our learners. Any learner pregnancies would have been captured over the last three years through support mechanisms, such as safeguarding, behaviour support and Learner Services support.

## 2.2 Achievement Rate of Learners

We will compare achievement rate between the sub areas of each Protected Characteristic. Where achievement gaps are 0 to 2% we will set them as Green for Good, 3% to 4% as Amber for an area to monitor and 5%+ as Red with a full investigation made into the data.

The figure in brackets represents the total number of qualifications not learners, on average this amounts to 2.8 qualifications per individual.

### Sex

There is an amber rated performance gap of 3% between Female and Male. A drill down into the data has shown that we have 6 learners that have failed three or more qualifications, and of these 5 are male. With the relatively small number of qualification this has enough effect to create the 3% achievement gap. For example, with only these 6 learners removed from the data we get Males performing at 1% better than Females.

### Sex Achievement Gaps for Last 3 Years (%)

	Female	Male	Gap
<b>Achievement Rate 15/16</b>	92% (148)	89% (318)	3%
<b>Achievement Rate 14/15</b>	94% (190)	95% (460)	1%
<b>Success Rate 13/14</b>	83% (193)	82% (468)	1%

Figure 8

## Disability

The average achievement rate for 2015/16 is 90%, with one disability under this by over 5% - Brain Injury. Learners with a Brain Injury have an achievement gap of below 5% for the second year running, it should be noted that the Brain Injury cohort is made up from a small sample of 4 learners in 14/15 and 9 learners in 15/16. An analysis into the learners with a Brain Injury shows that three learners failed 7 qualifications between them.

In 13/14 the achievement rate for learners with Autism was 4% under the average, which was noted, but improved to match the average in 14/15, but has now dropped back to 3% under. We had 9 learners who failed multiple qualifications, of these 5 are diagnosed with Autism - 56%, 10% higher than the expected 46% of learners in FE with Autism.

A further detailed look in to the reasons for multiple qualification failure needs to be made to see if there is a College trend for learners with Autism to not achieve their planned qualifications within their study programme.

### Disability Achievement Gaps for Last 3 Years (%)

	Autistic Spectrum Disorder	Profound Complex Disability	Physical Disability	Brain Injury	Severe or Moderate Learning Disability	Other	Average
Achievement Rate 15/16	87% (230)	89% (52)	96% (105)	73% (26)	96% (51)	100% (2)	90%
Achievement Rate 14/15	95% (345)	96% (85)	97% (116)	60% (10)	97% (29)	94% (65)	95%
Success Rate 13/14	79% (341)	91% (66)	81% (150)			92% (104)	83%

Figure 9

## Age

This year there is a 14% achievement difference between the two age bands. An investigation into the data found of the 6 learners with 3 or more failed qualifications 5 were aged 16-18, and of these 5 we found 4 were learners with Autism. As a check we looked at the difference with these low performing learners removed from the data, and found the achievement gap disappears, which provided clarification of the cause.

### Age Achievement Gaps for Last 3 Years (%)

	16-18	19-24	Gap
Achievement Rate 15/16	80% (137)	94% (329)	14%
Achievement Rate 14/15	98% (107)	94% (543)	4%
Success Rate 13/14	82% (222)	83% (439)	1%

Figure 10

## Ethnicity

Recommendation 4 from last year’s report was to narrow the achievement gap between white and BME learner after the previous two years had shown an achievement rate difference between BME and non BME learners of 7%. This year the gap is now less than 1%, we are likely to experience variations due to the low numbers of BME learners, but feel the reason for this improvement is not directly linked to our positive promotion strategies.

### Achievement Gaps for Last 3 Years (%)

	White	BME	Gap
Achievement Rate 15/16	90% (438)	89% (28)	<1%
Achievement Rate 14/15	95% (609)	88% (41)	7%
Success Rate 13/14	82% (585)	87% (76)	5%

Figure 11

## Religion

There are two religious beliefs that are highlighted as red due to an achievement gap.

Hindu is 0% but this is due to the only one learner not completing. Therefore, it is not a large enough sample size to analyse.

No Religious Beliefs is 8% below the average, again this is due to two learners failing 7 qualifications between them and lowering the achievement rate from 94% to 82%.

### Religion Achievement Gaps for Last 3 Years (%)

	None Stated	Christian	Muslim	Hindu	Sikh	No Religious Beliefs	Average
Achievement Rate 15/16	90% (344)	96% (55)	100% (7)	0% (2)	100% (2)	82% (56)	90%
Achievement Rate 14/15	94% (468)	97% (142)	100% (6)	100% (4)	100% (2)	100% (28)	95%
Success Rate 13/14	No Data	No Data	No Data	No Data	No Data	No Data	N/A

Figure 12

### Marital Status

Every FE learner who has provided information for this protected characteristic so far has been single.

### Marital Status Achievement Gaps for Last 3 Years (%)

	Single	Unknown	Gap
Achievement Rate 15/16	90% (396)	87% (70)	3%
Achievement Rate 14/15	96% (458)	92% (192)	4%
Success Rate 13/14	No Data	No Data	N/A

Figure 13

### Gender Reassignment

To date this has not been collected, work has started to capture this data for 16/17 and then compare from that point onwards.

### Sexual Orientation

Similarly to Gender Reassignment this data has not been collected, but we have started to capture it from September 2016.

### Pregnancy & Maternity

Due to the nature of our cohort it is unlikely to have an impact on achievement.

### 3. Citizens

This is the first year EDI data was analysed for our Portland Freedom Care services for Citizens.

The data that follows is for Citizens who spent 1 or more nights under Care’s supervision in 15/16 (1/8/15 to 31/7/16), this added up to 229 individual Citizens.

#### Sex

Care had a cohort consisting of 64% male, compared to the 49% male in the Local and National figures.

The highest split of Citizens for disability is Autistic citizens (20% of Cohort), of these 80% are male, which as discussed earlier is an expected split.

Also, for the Profound Complex Disability (16% of Cohort) 68% are Male.

#### Sex Split (%)

	Female	Male
15/16	38 %	62%

Figure 14

#### Disability

All Portland College Care Citizens have a disability, so the analysis will focus on the split of disabilities and how it changes by year. However, at this point we have 33% unknown, and the process for the Citizens principal disability assignment has been developed – and the work to back date this to 15/16 is currently in progress.

Autism is the most common disability of those we know about at this point.

#### Disability Split (%)

	Autistic Spectrum Disorder	Profound Complex Disability	Physical Disability	Brain Injury	Learning Disability	Other	Unknown
15/16	20%	16%	18%	3%	4%	7%	33%

Figure 15

#### Age

The majority of citizens are between 16-24 (72%).

#### Age Split (%)

	16-24	25-34	35-44	45-54	55-64	Unknown
15/16	72%	18%	3%	3%	1%	2%

Figure 16

#### Ethnicity

The percentage of BME Citizens is 7%. Allowing for the fact that 66% of Portland College’s care FE Citizens are from Nottinghamshire (including Nottingham), but the remaining third are from 21 different counties from all over the country (County Durham to Dorset). We would expect the BME percentage to be somewhere between the local 3.6% and the national 14.6%.

**Ethnicity Split (%)**

	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Mixed</b>	<b>Unknown</b>
<b>15/16</b>	72%	2%	3%	2%	21%

**Figure 17**

The 21% unknown is being addressed with Portland Freedom now using the Marketing EDI data capture form and the previously mentioned missing EDI data capture project.

**Religion**

Currently, only 36% of Citizen’s religion data is captured. It is worth noting that whilst we make efforts to improve data capture in this area, for some Citizens, religion will remain an abstract concept. Senior Care Workers will help to identify citizens who are not able to answer this question.

**Religion Split (%)**

	<b>None Stated</b>	<b>Christian</b>	<b>No Religious Beliefs</b>	<b>Other</b>
<b>15/16</b>	64%	25%	9%	2%

**Figure 18**

**Marital Status**

Our data shows us that 66% of our citizens have declared themselves as being single, with the remaining declared as Unknown.

**Marital Status Split (%)**

	<b>Single</b>	<b>Unknown</b>
<b>15/16</b>	66%	34%

**Figure 19**

**Gender Reassignment**

To date this has not been collected, work has started on capturing this information from September 2016 and will be available within the 2016/17 report.

**Sexual Orientation**

We are making steady improvements in the capture of this protected characteristic, we have 10% completed at this point, work is in place to continue capturing this information and raising awareness of the categories. This information will be available in the 2016/17 report.

**Pregnancy & Maternity**



This Protected Characteristic is unlikely to be applicable to our learners, and would be captured through support mechanisms and the safeguarding of Care Citizens.

#### 4. Staff Data Profile

There are three pieces of external data we will use:

1. The 2011 Census Data for the four Local Authorities near to the College, plus Regional and National.
2. The Staff Individualised Record (SIR) FE College Data that is collected annually, using the latest 14/15 Data (published June 2016).
3. Professional Review and Development (PRD) group Data, which consists of Portland College and four other Specialist Colleges in the East Midlands (collected June 2015).

The percentage of staff from the 4 local authorities surrounding the College is 85%, with a further 8% from Nottinghamshire.

A snapshot of staff EDI details was taken on the 06/04/16; at this point there were 355 contracted staff. All volunteers, agency workers and self-employed staff are excluded from this report.

#### Sex

The Portland College workforce is 71% female compared to 51% of the Local and National population.

However the SIR FE Workforce Data report ([http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges\\_SIR\\_for-publication-PC.pdf](http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf) on p13) states that FE College workforces are 64% female compared to 46% averaged over all employers in the UK. In our Peer Review and Development (PRD) group of 5 Specialist Colleges in the East Midlands the workforce is 65% female (excluding Portland College). In summary our sex profile is 6% higher than comparable organisations (the PRD group) for female workers.

The conclusion is that our female split is higher than expected over all employers by 25%, but for our type of business it is about 6% over.

#### Disability

Our workforce data tells us that 2% of staff stated they had a disability, the Office for National Statistics 2009 employment figures state that 12.5% of people in work have some sort of disability. The SIR FE Workforce Data report shows 4.7% of FE staff are disabled across FE Colleges nationally.

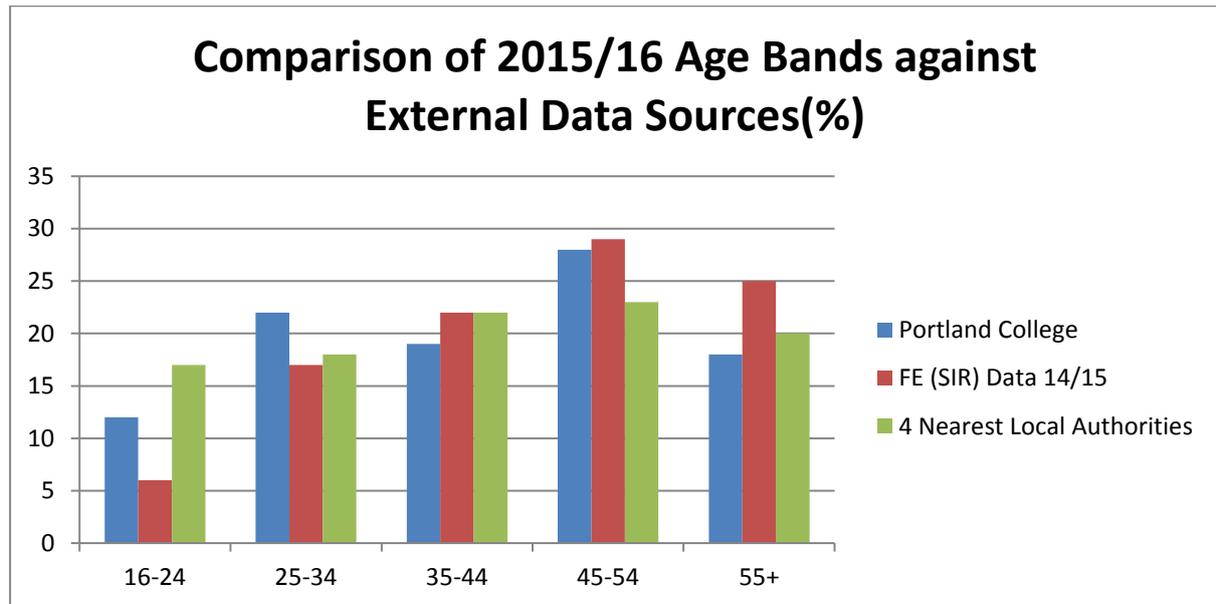
For a fairer comparison, we have removed our data from the PRD group of 5 Colleges to get the figure for the other 4 Colleges in the PRD group, this results in a workforce figure of 8% disabled. Therefore, we are 6% below that of directly comparable organisations.

How we capture the Workforce Disability Data and how individuals declare their Disabilities is a continued area of development. Raising awareness strategies have begun within the College to improve the data capture for this and other PCs where the responses have been low, see Recommendation 4.

#### Age

The table below shows that Portland College employs more young people (16-34) than the average for FE Colleges. The most common age band is (45-54) for Portland College, but the same is found for the four nearest local authorities and FE Colleges, with FE Colleges 1% higher in this band.

The reason for the higher numbers in the younger age group is due to the high percentage of staff being employed on entry level/minimum wage jobs, such as Learning Support Assistants and Care Workers.

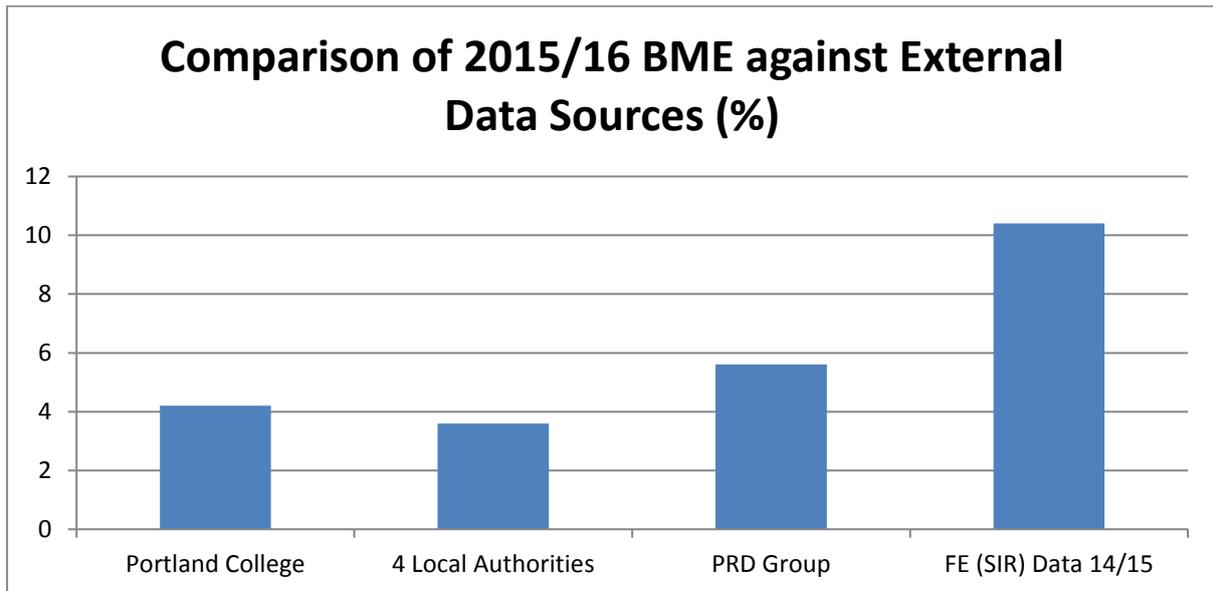


**Figure 20**

### **Ethnicity**

Portland College has 4.2% BME, this compares very closely to the four surrounding Local Authorities where the BME is 3.6%. For our PRD group of Colleges we found there was 5.6% BME. For FE Colleges it is 10.4% but you have to consider the makeup of the local community to the College over a national figure, especially with 81% of staff from the four nearest Local Authorities.

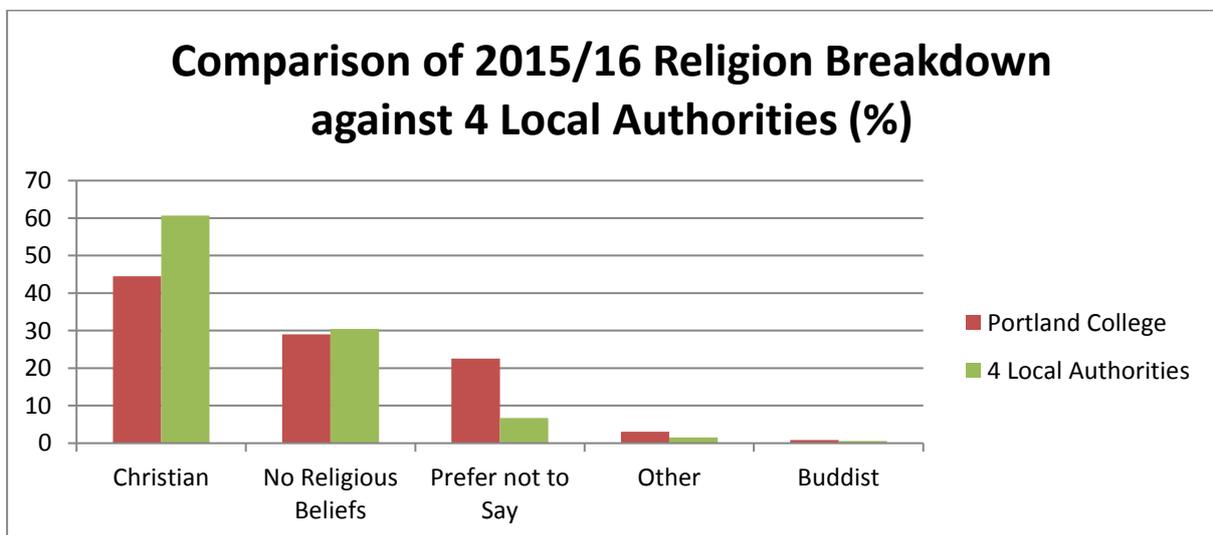
We now have a larger BME pro rata than the Local Authorities in our area.



**Figure 21**

### Religion

As was found in last year’s report, 23% of staff are on the HR system as the “Prefer not to Say” response, compared with 7% for the East Midlands. This is expected to be due to the current HR system defaulting to “Prefer not to Say”. We are moving to a new HR system and will use this as an opportunity to cleanse the data and request the missing information for protected characteristics such as religion.



**Figure 22**

## Marital Status

Portland College staff have a close match over each category when compared against local authority figures. The biggest gap is for Single people at 8% higher, as well as the Widowed category being 8% lower compared to the local authorities.

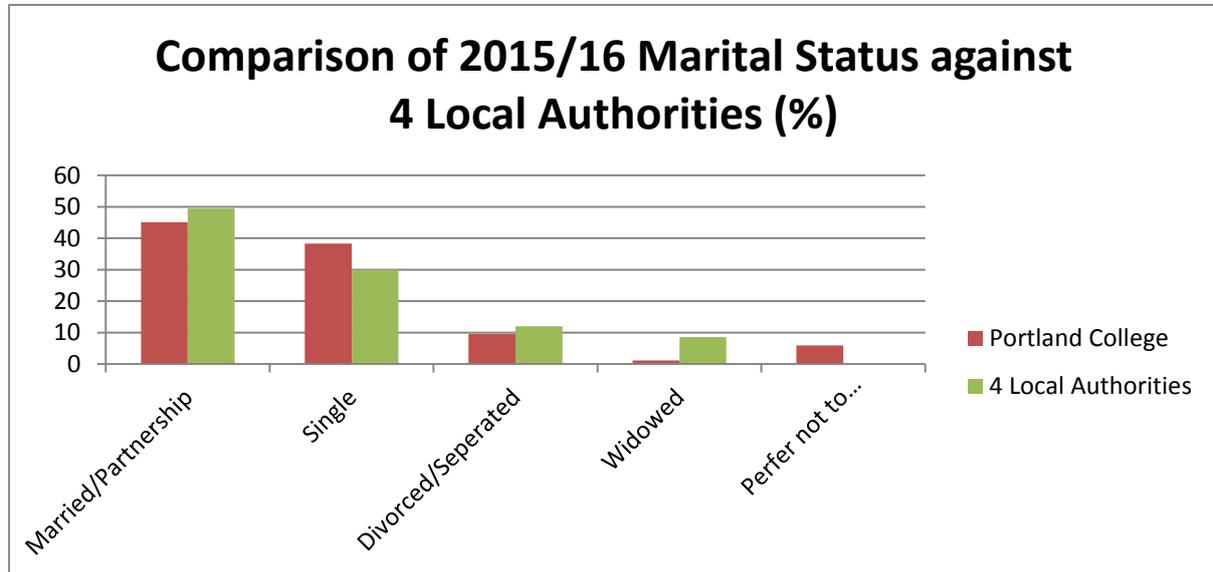


Figure 23

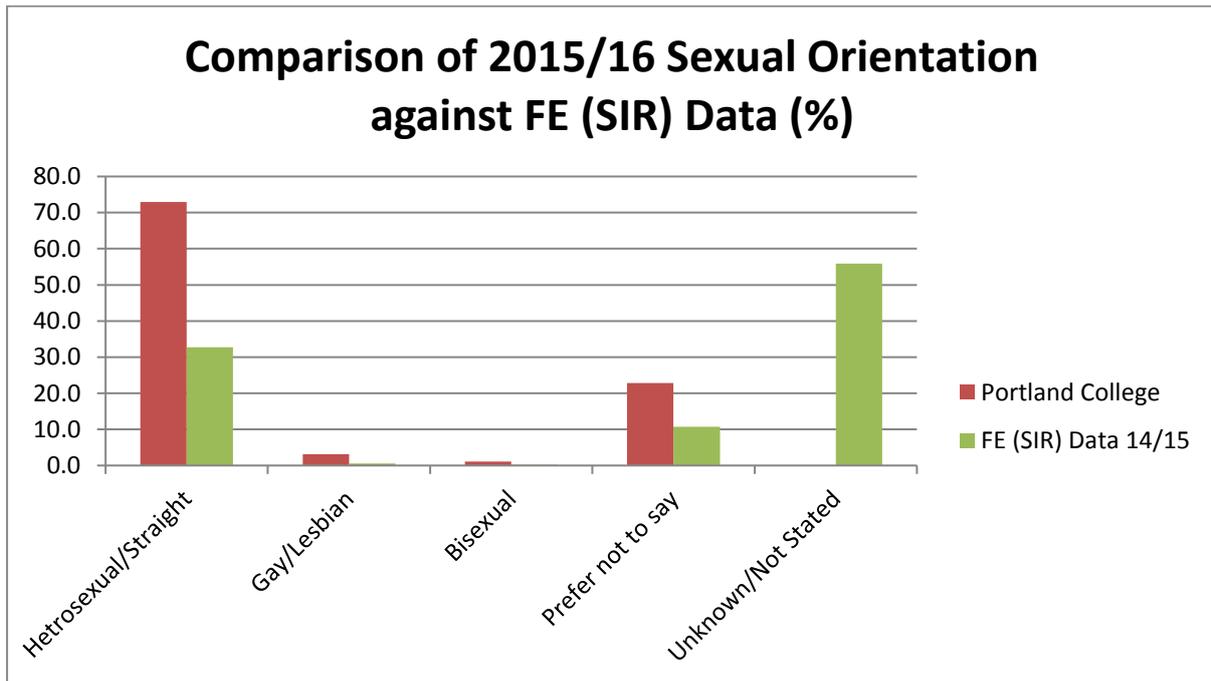
## Gender Reassignment

Portland College asks the question at the time of application as to whether staff present either full time or part time in a gender which is different to that which they were assigned at birth. The response rate to this question was 2.5%, which is considerably higher than the trans population of 0.3% nationally. There are no local figures or within our PRD group.

“Prefer Not to Say” was 23%, but this would be unknown if our HR system did not default to “Prefer Not to Say”.

## Sexual Orientation

This data tells us that staff are comfortable responding in this area compared with the FE workforce data. There is still work needed to reduce the number of ‘Prefer Not to Say’ responses as this is currently too high at 23%. However, there has been an increase of 7% in the data captured for this protected characteristic when compared to 2014/15 (30% were ‘Prefer Not to Say’ or ‘Unknown’).



**Figure 24**

This shows Portland College is getting a higher response rate for actual Sexual Orientations when compared with SIR for FE Colleges, 77% versus 34%. We believe this is due in part to our positive promotion of LGBT+ issues and celebratory activities such as LGBT+ History Month.

A figure of 4.2% for Gay/Lesbian/Bisexual is just under the estimated 5% to 7% quoted by Stonewall for the proportion of the population.

### **Pregnancy & Maternity**

The Number of Employees that were on Maternity leave at some point in the academic year 2015/16 was 15. This equates to about 4% of the Portland College workforce.

For members of Staff whose maternity leave ended during 2015/16, 78% continued with their employment at Portland College, this equates to 7 out of 9 staff. After extensive research it was not possible to benchmark against National averages, as there are currently no government statistics available. However, using other research data carried out by The Women’s Business Council (2010), 65% of people return to the same employer after maternity leave. Using this information it shows Portland College to be 13% above this available data.

#### 4. Conclusion

Having carried out an annual analysis of the available data and having worked on the report format, we have been able to identify a number of areas which require action in 2016/17 in order for us to work towards ensuring our data reflects our College community. These recommendations are in relation to improving our data capture and do not reflect on our current EDI policies or procedures.

This report also recognises that a significant proportion of staff data has not been captured, therefore limits the validity of potential analysis in key areas e.g. disability, religions and sexual orientation. Based on the findings of the report we make the following recommendations:

Recommendation	Who	When by	Review
1. Use the Social Deprivation Index to identify and review our response for high levels of social deprivation of our Learners/Citizens/Staff from within these categories.	Data Manager	September 2017	For the current 17/18 cohort of 166 FE learners, they have an average Index of Multiple Deprivation Decile of 4.86. When looking at the average for the 6 LSOA areas that provide two thirds of the cohort, they areas have an average Index of Multiple Deprivation Decile of 4.64. This shows our recruitment is not prejudice against learners with a high level of social deprivation. Further reports on Achievement against Deprivation to follow.
2. Create a process that drives further exploration of data where differences in achievement occur across all data checked and the nine protected characteristics.	Head of Quality & Data	June 2017	This is a 5 stage process, better EDI data capture methods, top level data analysis, drill down on specific data, take action, review impact.
3. Capture learner retention data to better inform drill down analysis.	Learner Services Manager	August 2017	We now have a process where leavers are contacted each January and February (6 months after completion) to check on progress and outcomes. This is also carried out for the learners who left the college up to three years previous.

			This will enable us to measure the impact Portland has had on progressions and work outcomes.
4. Build on the previous positive promotion of data at the Our Day event to increase staff awareness and understanding of the need and use of data on the nine protected characteristics.	HR Manager & Data Manager	July 2017	The new HR system (MyHR) allows staff to input their EDI details. During the launch of MyHR all members of staff will be asked to input them as part of their training, so this will improve the accuracy of the data.
5. Audit report for the capture of Learner/Citizen/Staff's nine protected characteristics.	Head of Quality & Data	September 2017	Please see table below.

## FE Data Capture Improvement for FE

Protected Characteristic	FE 15/16 Completed (%)	FE 16/17 (%)				Improvement on 15/16
		Completed	Prefer not to Say	Left Blank on form	No Input	
Age	100	100				No Change
Sex	100	100				No Change
Disability	100	100				No Change
Ethnicity	100	100				No Change
Pregnant	100	100				No Change
Marital Status	84	92	2		6	8%
Sexual Orientation	0	78	8	10	4	78%
Religion	28	70	6	7	17	42%
Gender Identity	0	53	3	3	41	53%

.....  
 Vice Principal  
 Portland College



Date of next report: January 2018

## **Annex A - Autistic Spectrum Disorders Fact sheet by Synapse**

### **WHY DO MORE BOYS HAVE AUTISM?**

When it comes to [Autism Spectrum Disorders](#), boys far outnumber girls in being diagnosed, with the ratio being estimated at least 4:1. There is no clear reason for this, but some theories have been put forward for as an explanation.

#### **THE EXTREME MALE BRAIN**

Some years ago, the *Men are from Mars Women are from Venus* series of books proved very popular in exploring the differences between males and females in a way that appealed to the non-scientific reader. Other more scientific approaches have found males to be less empathetic and more technically minded than females - though of course this is not true in every case. It can be argued that the typical male personality is naturally inclined toward some of the characteristics of Autism and Asperger's syndrome, so boys are more likely to be diagnosed simply because girls generally have more developed social skills at a given age and will perform better on diagnostic tests. Studies have found much higher prevalence in boys at the high-functioning end of the autism spectrum, while the ratios appear to be closer to 1:1 at the low-functioning end. In addition, a study published in 2006 suggested that men over 40 are more likely than younger men to father a child with Autism, and that the ratio of Autism incidence in boys and girls is closer to 1:1 with older fathers.

#### **FAILURE OF ACCURATE DIAGNOSIS**

Another theory is that females are underrepresented because they fail to be [diagnosed](#) accurately. Girls and women may pose a greater ability to mimic socially appropriate behaviour than their male counterparts. Females may be just as out of depth in interactive situations, but are more able to mask this by pretending to be socially competent.

#### **DIAGNOSIS DUE TO MISBEHAVIOR**

Diagnosis of an Autism Spectrum Disorder often occurs at school and will often come about because inappropriate behaviour has called attention to the child. Statistically males are more likely to engage in behaviours that brings them to the attention of school authorities, so possibly female students are more likely to 'slip under the radar' when it comes to a mild Autism Spectrum Disorder (ASD) being diagnosed. This also opens up the possibility of male students with behavioural problems being mistakenly diagnosed with an Autism Spectrum Disorder by an inexperienced practitioner. There have also been accusations made of schools being motivated to diagnose Autism and Asperger's syndrome in borderline cases in order to attract more funding.

As with many aspects of [Autism](#), [Asperger's syndrome](#) and other Autism Spectrum Disorders, more research is needed before causes of this gender imbalance can be stated with certainty.