

# Portland College - Annual Equality Report 2017

## 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.

This report is generated to meet our public sector equality duty. We use the data, particularly around achievements to identify ways to minimize disadvantages, meet the needs of specific groups and to show due regard to eliminating discrimination in all its forms.

## 1. LEARNER PROFILE & ACHIEVEMENT

### 1.1 Learner Numbers by Protected Characteristic

We have provided information on EFA funded FE learners over the last three academic years: 14/15 to 16/17.

#### Sex

The split between Female and Male learners has increased from a difference of 30% (49) to 44% (77) since last year. We have 72% (126) male compared to the 49% male in the Local and National Figures. We have a high number of Autistic learners (50% (87), of these 77% (67) are male.

#### 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. The percentage of learners with Autistic Spectrum Disorder as a principal disability has increased by 4% since last year.

#### Age

There has been a 3% increase in learners aged 16-18 this year, on top of the 4% increase in the previous year.

#### Race

The number of BME learners has reduced from 8% (13) to 6% (12) with the particular Ethnicity from an Asian background falling by 2%. Over 60% (106) of our learners are from Nottinghamshire and Nottingham, but the remaining 40% (69) 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%.

#### Religion or Belief

For religion or belief there is an increase in data captured on the previous year of 49%. This is due to the assessment team collating this information using an improved EDI capture form from September 2016.

#### 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 10% on the previous year, we will still strive to improve the capture.

#### Gender Reassignment

Previously this protected characteristic had not been collected. Currently, we have 29% (51) unknown, and the college will work to reduce the unknown even further over the next twelve months.

#### 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. In our first year of data capture we have 20% (35) unknown.

#### 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.

## 1.2 Achievement Rate of Learners

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

The figures under each protected characteristic are split into three columns, **percentage achievement, number of qualifications and number of learners**. On average for 16/17 we had 2.5 qualifications per learner.

### Sex

There is an amber rated performance gap of 4% between Female and Male, up 1%. A drill down into the data has shown that we have 5 learners that have failed two or more qualifications, and of these 100% are male. With the relatively small number of qualifications, this has enough weight to create the 4% achievement gap. For example, with these 5 learners removed from the data we get Males performing at 1% below Females. A lower level look at the reasons for failing qualifications shows that 45% (5 of 11) was due to low attendance of sessions caused by behavioural issues. With another two (18%) due to the learner refusing to complete work, which can also be viewed as a type of behavioural issue.

### Disability

The average achievement rate for 2016/17 is 96% (431), with no disability under this by more than 1%. In 15/16 the achievement rate for learners with Autism was 3% under the average, which was noted, but improved to be 1% under the average in 16/17. We had 5 learners who failed multiple qualifications, of these 4 are diagnosed with Autism - 80%, 30% higher than the expected 50% of learners in FE with Autism.

**Figure 1 - Disability Achievement Gaps for Last 3 Years by Qualifications (%)**

	Autistic Spectrum Disorder			Profound Complex Disability			Physical Disability			Brain Injury			Severe or Moderate Learning Disability			Other			Avg
	%	Q	L	%	Q	L	%	Q	L	%	Q	L	%	Q	L	%	Q	L	%
Achievement Rate 16/17	95	231	87	96	44	19	100	75	33	100	14	6	96	48	26	95	19	4	96
Achievement Rate 15/16	87	230	76	89	52	21	96	105	36	73	26	8	96	51	22	100	2	2	90
Achievement Rate 14/15	95	345	81	96	85	41	97	116	7	60	10	9	97	29	4	94	65	9	95

### Age

This year there is no achievement difference between the two age bands for 16/17. An investigation into the data found of the 5 learners with 2 or more failed qualifications - 2 were aged 16-18 and 3 were 19+.

**Figure 2 - Age Achievement Gaps for Last 3 Years by Qualifications (%)**

	16-18			19-24			Gap
	%	Qual	Learners	%	Qual	Learners	
Achievement Rate 16/17	96	150	54	96	281	121	0%
Achievement Rate 15/16	80	137	46	94	329	119	14%
Achievement Rate 14/15	98	107	36	94	543	115	4%

### Race

From 2014/15 we had shown an achievement rate difference between BME and non BME learners of 7%, with last year the gap was less than 1%. We are now looking at BME learners outperforming White learners by 4% and a 100% Achievement Rate. However, it is for a small sample size of 25 qualifications.

### Religion or Belief

None stated is the only religious beliefs that is not green due to an achievement gap, due to 3% under the average. A lower level analysis shows that three of the five learners to fail multiple qualifications were None Stated, thus lowering the Success Rate below the average.

**Marital Status**

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

**Gender Reassignment**

There is no Achievement Gap for this Protected Characteristic. With Gender Reassignment being a newly captured area, we will keep a close eye on this over the first three years.

**Pregnancy & Maternity**

To date none of our learners have identified with this Protected Characteristic.

**2. CITIZEN PROFILE**

The data that follows is for Citizens who spent 1 or more nights under Care's supervision in 16/17 (1/8/16 to 31/7/17), this added up to 189 individual Citizens.

**Sex**

Care had a cohort consisting of 63% (119) male, compared to the 49% male in the Local and National figures. One of the largest group of Citizens for a disability is Autistic Spectrum Disorder (29% (55) of Cohort), of these 80% (44) are male, which as discussed earlier is an expected ratio. Also, for the Physical Disability (32% (60) of Cohort) 63% (38) are Male.

**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. Due to improvements, at this point we have no unknown, and the process for the Citizens principal disability assignment has been developed. Autism is the most common disability of those we know about at this point.

**Age**

65%(123) of citizens are between 16-24.

**Race**

The percentage of BME Citizens is 11% (20). Allowing for the fact that 66% (125) 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%.

The 9% (17) 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 or Belief**

Currently, 54% (103) 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.

**Marital Status**

Our data shows us that 83% (157) of our citizens have declared themselves as being single, with the remaining declared as Unknown.

**Gender Reassignment**

This was not collected last year, therefore this is the first report to look at this Protected Characteristic for Care Citizens. Currently we have no Gender Reassigned Citizens, but 55% (104) are unknown.

**Sexual Orientation**

We are making steady improvements in the capture of this protected characteristic, we have 100% (189) completed at this point.

**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.

**3. STAFF PROFILE**

A snapshot of staff EDI details was taken on the 06/08/17, at this point there were 439 contracted staff. All volunteers, agency workers and self-employed staff are excluded from this report.

### Sex

The Portland College workforce is 71%(312) 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/2017/06/FE-workforce-data-2017-FINAL.pdf> on p16) states that FE College workforces are 60% 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.

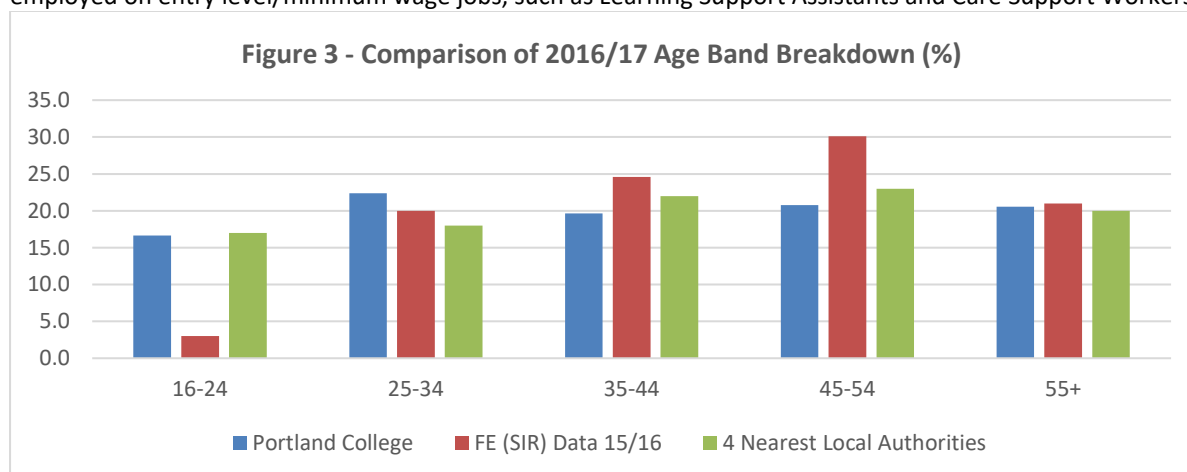
### Disability

Our workforce data tells us that 3%(13) 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 6% 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 5% below that of directly comparable organisations.

### Age

Figure 20 below shows that Portland College employs a significantly higher number of young people (16-24) than the average for FE Colleges. The most common age band is (25-34) for Portland College, which shows we have a young workforce, when compared to FE Colleges where 45-54 is the most prevalent.

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 Support Workers.



### Race

Portland College has 3.6% (16) BME, this compares 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 13% but you have to consider the makeup of the local community to the College over a national figure, especially with 81% (356) of staff from the four nearest Local Authorities.

### Religion or Belief

As was found in last year's report, 23% (101) 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 have moved 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, with staff given access to update their own data.

### 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 13% higher.

### 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 is 0.2% (1 person), which matches the trans population of 0.3% nationally. There are no local figures or within our PRD group.

### Sexual Orientation

This shows Portland College is getting a slightly higher than expected “prefer not to say” response rate for Sexual Orientation when compared with that found for SIR for FE Colleges, 29%(127) versus 20%. A figure of 5.3% (23) for Gay/Lesbian/Bisexual is within the estimated 5% to 7% quoted by Stonewall for the proportion of the population. This is higher than the SIR for FE Colleges (2%) and 4 Local Authorities (0.5%).

### Pregnancy & Maternity

The Number of Employees that were on Maternity leave at some point in the academic year 2016/17 was 14, which equates to 4% of the Portland College workforce.

For these members of Staff that have come to the end of their maternity leave 83% continued with their employment at Portland College, this equates to 5 out of 6 staff members who came to the end of their maternity leave in 2016/17. After extensive research it was not possible to directly benchmark 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 shows Portland College to be 18% above this set of 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 2017/18 in order for us to work towards reducing achievement gaps for our learners, citizens and staff. 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 to be transferred into the Safe and Equal Action Plan for 2017-2020:

Document Ref	Recommendation	Who	When by	Review
Section 1.2 (pg 2)	1. Look at the reasons when a learner fails multiple qualifications, and in particular explore if there is a link to Autistic learners for 17/18.	Data Manager	Sept 2018	
Section 2 (pg 3)	2. Senior Care Workers will help to identify citizens who are not able to answer the EDI questions. This will link to the MCA work required as part of the new Care Plans.	Head of Care	June 2018	
Section 1.1 (pg 1) & Section 2 (pg 3)	3. Attempt to reduce the number of “prefer not to say”s for Learners/Citizens/Staff through a positive promotion drive on Sexual Orientation, Gender Reassignment, Religion and Ethnicity.	Safeguarding and Staff Development	August 2018	
Section 3 (pg 4)	4. Improve the staff data by using the new HR system to enable staff to input their Protected Characteristics data.	Head of HR	June 2018	
Section 1.1 (pg 1)	5. Work with the PRD group to find out the types of disabilities for learners at other similar High Needs Colleges.	Data Manager	July 2018	

Assistant Principal Quality and Curriculum  
Portland College  
Date of next report: January 2019