



Equality and Diversity Annual Report 2010/11

FOREWARD FROM THE PRINCIPAL



At Abingdon and Witney College we are committed to equality and diversity in all our activities for everyone who learns and works here.

We do not discriminate on the grounds of the way people look or because of their appearance.

We respect and value differences in race and ethnic origin, gender, disability, mental health, sexual orientation, age, religion and belief, additional learning, economic and social background.

The college celebrates and values the diversity brought to it by all members of the college community. The college will endeavour to provide the necessary services and support to enable all members of its community to achieve their full potential.

The College is a place where:

- Learners are at the heart of all that we do.
- All who learn and work here have the opportunity to participate fully and achieve their full potential
- Physical, social and economic barriers to access are minimised
- The environment is welcoming and supportive
- Teaching and Learning are the key to our success
- We all accept our responsibility to uphold equality and show fairness, courtesy and respect to others

TERESA KELLY, PRINCIPAL

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EXECUTIVE SUMMARY

The values of fairness and respect for all are at the heart of the strategic operation of Abingdon and Witney College. The college is renowned for its outstanding provision for students with learning difficulties and disabilities, and its innovative practice (some of which is delivered offsite) in providing a learner-focussed curriculum. These personal plans are delivered through effective partnerships with external agencies and these partnerships have been judged by Ofsted as outstanding in 2011. The college is committed to ensuring that values inform not only strategy but also practice, to embed equality and diversity across all areas and for all nine of the following protected characteristics:

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

To this end, an equality and diversity committee has been established, including student representation, to monitor the college's progress in achieving its aims. Plans are underway to employ an equality and diversity co-ordinator to monitor the effectiveness and sufficiency of its impact assessments which focus on all protected characteristics. The College has achieved a key target of reducing its gender gap success rate from eight percentage points to three percentage points with the success of young males now four percentage points above the national average. Abingdon and Witney College is now seeking to further reduce the gap in its most recent action plan.

An annual report is produced to governors to demonstrate Abingdon and Witney College's commitment and impact in equality and diversity, and the college aims to achieve at least a good grade in the next round of Ofsted inspections.

1.0 POLICY STATEMENT

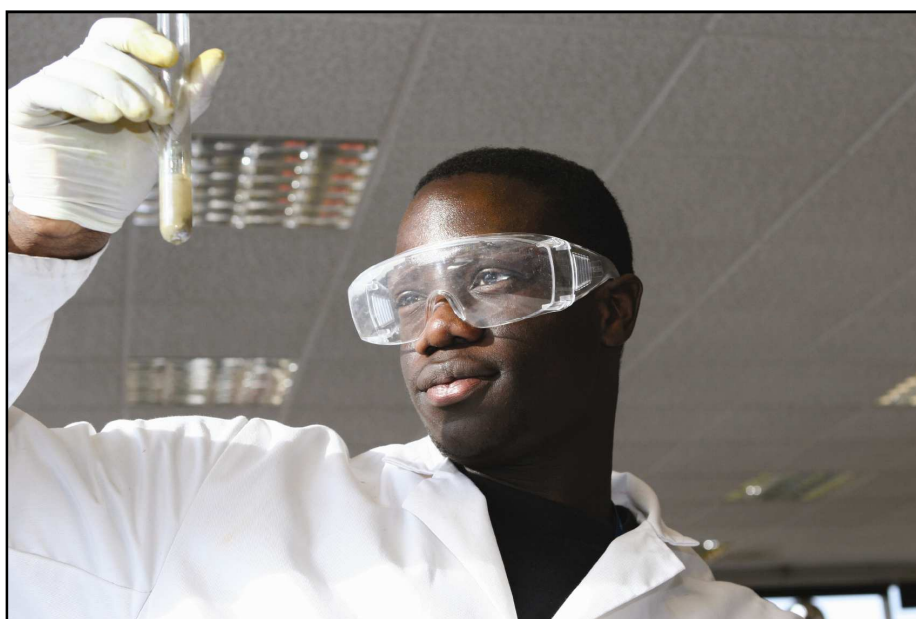
Abingdon and Witney College actively promotes equality and diversity in all aspects of its work and aims. The corporation and staff are fully committed to:

- promoting equality of opportunity;
- eliminating unlawful discrimination;
- promoting respect between staff and students;
- eliminating harassment and bullying;
- providing a positive, safe learning environment free from discrimination harassment and victimisation;
- ensuring that responsibilities are understood by staff and students.

The college promotes an understanding of diversity in its students and staff by recognising the particular contributions to the achievement of the college that can be made by individuals from a wide range of backgrounds and experiences.

The college strives pro-actively to achieve an outstanding model of equality and diversity practice for both partner and other organisations within the local community, the wider academic community and within its business partnerships.

Where appropriate, the college takes positive action to address and overcome the disadvantage and discrimination suffered by sections of the college community due to either gender, ethnicity, age, disability, learning difficulty, sexual orientation, religion, belief or non-belief. (These are known as the equality strands throughout this document).



The ethos of the college is one of inclusion, of positive participation by staff and students and the setting of shared standards. Incidents of bullying or harassment relating to equality and diversity will not be tolerated within the college.

1.1 Monitoring the impact of equality and diversity

The promotion of equality and diversity in classes is monitored throughout the year. All observation reports are required to comment on and reference evidence of the promotion of equality and diversity in the classroom. Individual lessons observation reports are included as a key part of a lecturer's annual appraisal process.

The annual student survey seeks student views on the impact of equality and diversity on the learning experience with 95% of students agreeing that equality and diversity is promoted on their course. A student representative on the Equality and Diversity Committee is there to provide feedback on the student experience of equality and diversity.

1.2 Ofsted Inspection Report 2011

Abingdon and Witney College received a full inspection by Ofsted in February 2011. The following is taken directly from the inspection report which is available at www.ofsted.gov.uk.

The college offers good opportunities for those who might not otherwise participate in education to improve their life chances. Data are analysed to explore gaps in performance or other equality issues among staff and students. Students who receive additional learning support and those with learning difficulties and/or disabilities achieve well. There are few discernible patterns of underachievement amongst students of Black or minority ethnic backgrounds.

2.0 BULLYING AND HARRASSMENT

Abingdon and Witney College will not condone any harassment or bullying; indeed it takes active measures to protect all who are involved with the College from such treatment. A bullying and harassment policy specifically, sets out actions which will be taken against any governors, staff, students and visitors who may harass or bully students in the care of the college.

The college implements this policy by undertaking the following measures:

- Conforming to all current and relevant legislation;
- Creating and promoting policies, guidelines and practices which aim to promote equality while eliminating harassment and bullying;
- Creating an inclusive and supportive environment.
- Being committed to taking action on all incidents of harassment and bullying.

- Creating designated roles and training programmes to support this policy.
- Using appropriate consultation procedures to advise the College on the working of policy and procedure. This is especially relevant when the effect of race or disability on a student's experience is considered.
- Regularly reviewing and monitoring policy and procedures.
- Making the results of the monitoring and review available to all.
- Developing a mediation service. Senior manager trained in mediation practice has undertaken three complex cases, receiving CPD supervision, with a view to extending the service more widely in the next academic year.

3.0 EQUALITY AND DIVERSITY WEEK

Abingdon and Witney College makes an active commitment to continually raising awareness of equality and diversity both within and outside of curriculum settings to eliminate harassment and bullying and challenge discrimination and prejudice in all of its forms.

The first Equality and Diversity Week was held in 2009 and, having proved highly successful, has now become a regular and enduring feature of the college events calendar. The aim of the event is to focus a range of activities, campaigns, talks and information sessions in order to further inform and raise awareness of the college community on equality and diversity issues.

The event is complemented throughout by curriculum-based activity focusing on equality and diversity themes via tutorial and enrichment activities.

3.1 Outline of Abingdon and Witney College Equality and Diversity Week 2011



A small working group comprising a representative range of E&D committee members, and marketing and tutorial staff was set up and met on six occasions to organise the event.

As in previous events, it was agreed that a programme of talks and presentations by outside agencies and organisations would form the core feature of the event, visiting each site during lunch break and tutorial periods to capture student attention.

During the week, the following external agencies and individuals participated:

- Christ Church, Abingdon
- Age UK
- Disability Sport
- Lesbian Gay Foundation

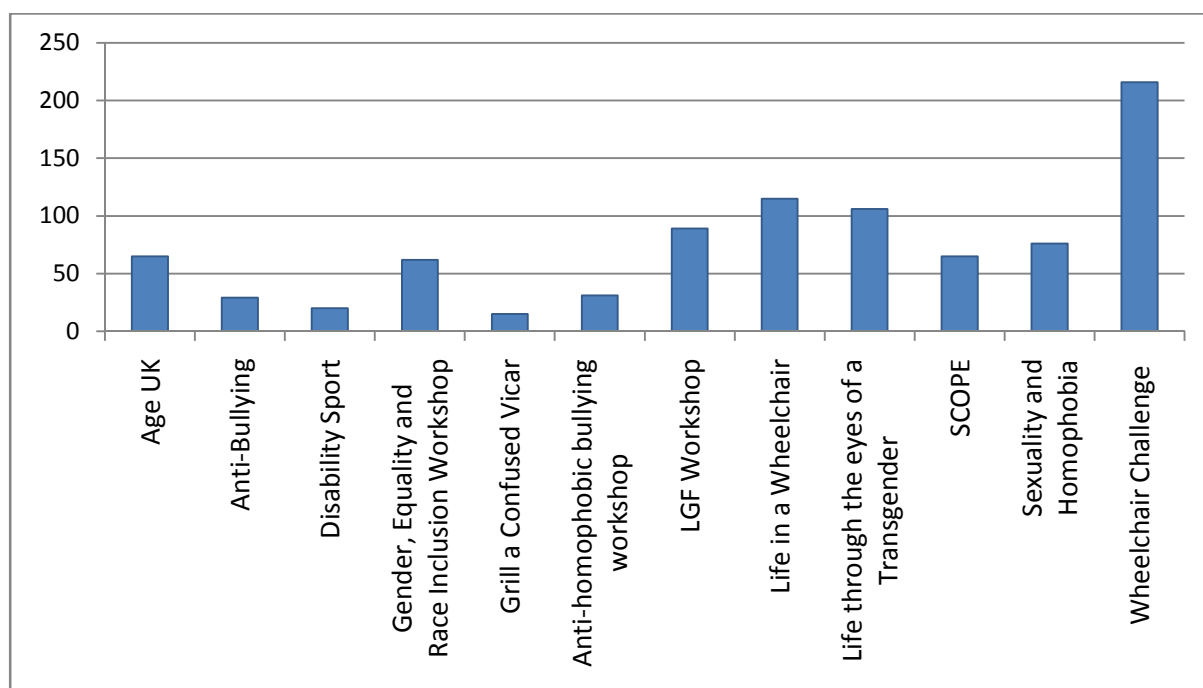
- Scope
- British Red Cross

Other features of the week included refectory fare reflecting cultural diversity, an E&D themed marketplace and a ‘wheelchair challenge’ in which able-bodied students were given the opportunity to experience using a wheelchair on campus. Additional workshops and presentations were delivered by the College Equality and Diversity Officer, and a transgender guest speaker.

3.2 Student Participation

Equality and Diversity Week 2011 proved hugely successful with a total of 883 students, across all programme areas, attending talks, workshops and presentations.

Graph 1: Total number of students attending Abingdon and Witney Equality and Diversity Week 2011.



3.3 Core Tutorial Programme

A core tutorial programme covers a range of topics and themes including equality and diversity. Presentations, workshops and external agencies in 2010/11 have included the following:

- Lesbian Gay Foundation (LGF) workshop;
- Disability Sport;
- KEEN Oxford (local charity providing recreational activities for learners with learning difficulties and / or disabilities);
- Life in a wheelchair;

- Sexuality and homophobia;
- Age UK;
- Life through the eyes of a transgender – living and working;
- SCOPE;
- Gender, equality and race inclusion interactive workshop.

4.0 DISABILITY

Abingdon and Witney College (AWC) have a policy for promoting Equality and Diversity. This aim is echoed in the Mission Statement. As a result there are structures and processes for managing progress towards Disability Equality and creating annual Action Plans which involve students and staff with disabilities.

This Disability Equality Scheme (DES) is the link between the overarching policy and the key instruments and processes involved. As such it provides more detail than the policy and specifically shows how legal obligations are met.

The DES concerns all matters to do with staff, students, governors and visitors.



4.1 The Propeller Project

The Propeller Project (www.thepropellerproject.co.uk) is a collaborative Social Enterprise project involving young people with a range of learning difficulties from Abingdon and Witney College and local schools.

'The College is delighted that the Propeller Project is now up and running. Many of our students will really benefit from the opportunities that the Project will provide. This is a unique provision which has only come about because of the close working partnership

between the schools and the college and all of us are excited about the future benefits these facilities will bring to all our students.'

Teresa Kelly, Principal of Abingdon and Witney College.

Students are supported and taught to produce a range of craft products for sale such as decorated clocks and table decorations. The learners also use the horticultural facilities at Common Leys Farm to produce such items as hanging baskets and potted plant arrangements. The students are involved in every aspect of selling their products including taking their goods to the marketplace, face-to-face selling, and the business aspects including financial management.



The learners gain experience of working with others in a different environment and within the wider community, as well as develop their basic skills in communication, literacy, numeracy and social skills.

4.2 The Macintyre Partnership

The Macintyre partnership (MAP) with Abingdon and Witney College is an excellent example of inclusion, working together to enable students with autism and learning difficulties and / or disabilities to access a range of opportunities through working collaboratively with the college.

The aims of MAP are to promote communication and interaction and to improve skills through a range of opportunities and activities within the curriculum at Abingdon and Witney College. Students feel more confident in developing skills for life through using the college facilities and some are more able to access formal courses within the main college.

It is vitally important for these students to be able to live independently, and Abingdon and Witney College offers them the chance to improve life skills such as meal preparation, budgeting and shopping as evidenced in the following link DVD, which also highlights our 'No Limits' provision.

Through the 'No Limits' provision, students unable to access the main college environment are offered an off-site personalised curriculum in their local community. From this starting point they are able to progress into the MAP College and onwards as their confidence builds. This practice is at the forefront of good partnership working.

4.3 Disability Support Team / Curriculum

Learners with learning difficulties and / or disabilities are supported across the curriculum by a variety of means including the use of assistive technology and IT as well as experienced Learner Support Assistants (LSA). Initiatives include providing dedicated peaceful areas where students with autism can spend time relaxing or working. Learning targets for students receiving additional support are set as part of the routine system for planning and review. Abingdon and Witney College is committed to all students accessing support, to achieve their goals. A summary of the support provided to students with learning difficulties and / or disabilities is given below:

Table 1: Summary of support given to learners with learning difficulties and / or disabilities at Abingdon and Witney College.

Support	Level					
	Step 1	Step 2	Step 3	Step 4	Foundation	Life Skills
Personal care	✓					
Medical care	✓				✓	
Tutor support	✓	✓	✓	✓	✓	✓
LSA support	✓	✓	✓	✓	✓	✓
Physiotherapy support	✓					
Speech and language support	✓	✓	✓	✓		
Hydrotherapy / swimming	✓					
Transportation	✓	✓	✓	✓	✓	
Specialist resources	✓	✓	✓	✓	✓	✓
Autism support	✓	✓	✓	✓	✓	✓
Music therapy	✓					
Swimming and gym		✓	✓	✓		
Art therapy		✓	✓	✓		
Exam special arrangements				✓	✓	

In addition, mainstream students (including Gateway students) can access the following support:

The college is committed to including and supporting students with disabilities and / or learning difficulties and to ensure equality of opportunity therein.

Success rates for students under 19 years of age with learning difficulties and / or disabilities are outstanding (5% above the relevant national average in 2010/11). Students with learning difficulties and / or disabilities in this age bracket have slightly higher retention, achievement and success rates than their peers without difficulties (Table 2, Appendix 1).

Given the barriers and disadvantages presented through having a learning difficulty and / or disability, including the prospect of failure or incompleteness of a course, the figures suggest that the strategies the College organise to support students with disabilities is successful in enabling them to stay on and achieve in their chosen course of study.

Table 2: Retention, achievement and success rate by learning difficulty and / or disability for students under 19 years of age.

	Retention	Achievement	Success
2008/09			
Difficulty / Disability	88%	87%	76%
No Difficulty / Disability	91%	88%	79%
2009/10			
Difficulty / Disability	86%	90%	78%
No Difficulty / Disability	90%	89%	81%
2010/11			
Difficulty / Disability	91%	93%	85%
No Difficulty / Disability	90%	91%	82%

Students aged over 19 years with learning difficulties and / or disabilities also have greater success at Abingdon and Witney College than they do nationally. Students aged over 19 years without learning difficulties and / or disabilities have a three percentage point greater success than students in the same age group who do have a learning difficulty and / or disability (Table 3, Appendix 2). Further analysis is needed to pinpoint where the difference in success rates is significant.

Table 3: Retention, achievement and success rate by learning difficulty and / or disability for students aged 19+ years of age.

	Retention	Achievement	Success
2008/09			

Difficulty / Disability	94%	87%	81%
No Difficulty / Disability	96%	87%	82%
2009/10			
Difficulty / Disability	93%	91%	84%
No Difficulty / Disability	95%	91%	87%
2010/11			
Difficulty / Disability	93%	89%	83%
No Difficulty / Disability	95%	91%	86%

5.0 SEX / SEXUAL ORIENTATION

5.1 Student data

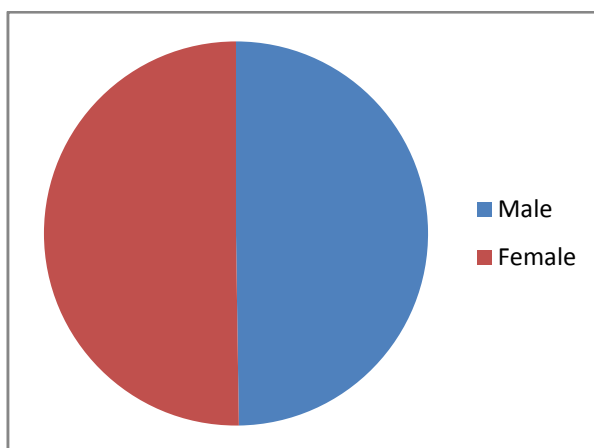
The table below shows that the intake of male and female learners under 19 years of age is almost equal. However, it also indicates that the College does tend to recruit slightly fewer male than female learners aged 19 years plus.



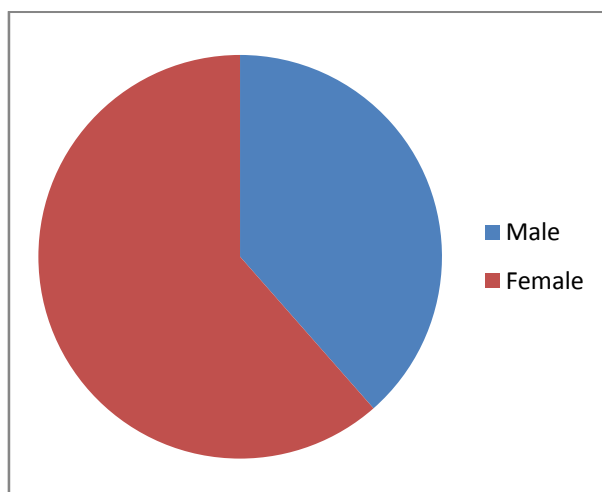
Table 4: Proportion of students by gender.

	U19	19+	TOTAL
Male	1116 (49.8%)	1155 (29.5%)	2271 (43.3%)
Female	1127 (50.2%)	2755 (70.5%)	2971 (56.7%)

Graph 2: Proportion of students aged under 19 years of age by gender.



Graph 3: Proportion of students aged 19+ years of age by gender.



In 2010/11, the overall success rate for learners under 19 years of age was 85 percent, with both male and female success rates being well above the relevant national averages. Both retention and success rates are higher among female students than male. Achievement rates are equal (Table 3, Appendix 3).

Table 5: Retention, achievement and success rate by sex for students under 19 years of age.

	Retention	Achievement	Success
2008/09			
Male	89%	85%	77%
Female	90%	89%	83%
2009/10			

Male	86%	88%	80%
Female	90%	92%	87%
2010/11			
Male	90%	92%	83%
Female	92%	92%	86%

In 2010/11, the overall success rate for learners aged 19 years plus was also 86%, with both male and female success rates being higher than relevant national averages. Success, retention and achievement rates are higher among female students than male (Table 4, Appendix 4).

Table 6: Retention, achievement and success rate by sex for students aged 19 years plus.

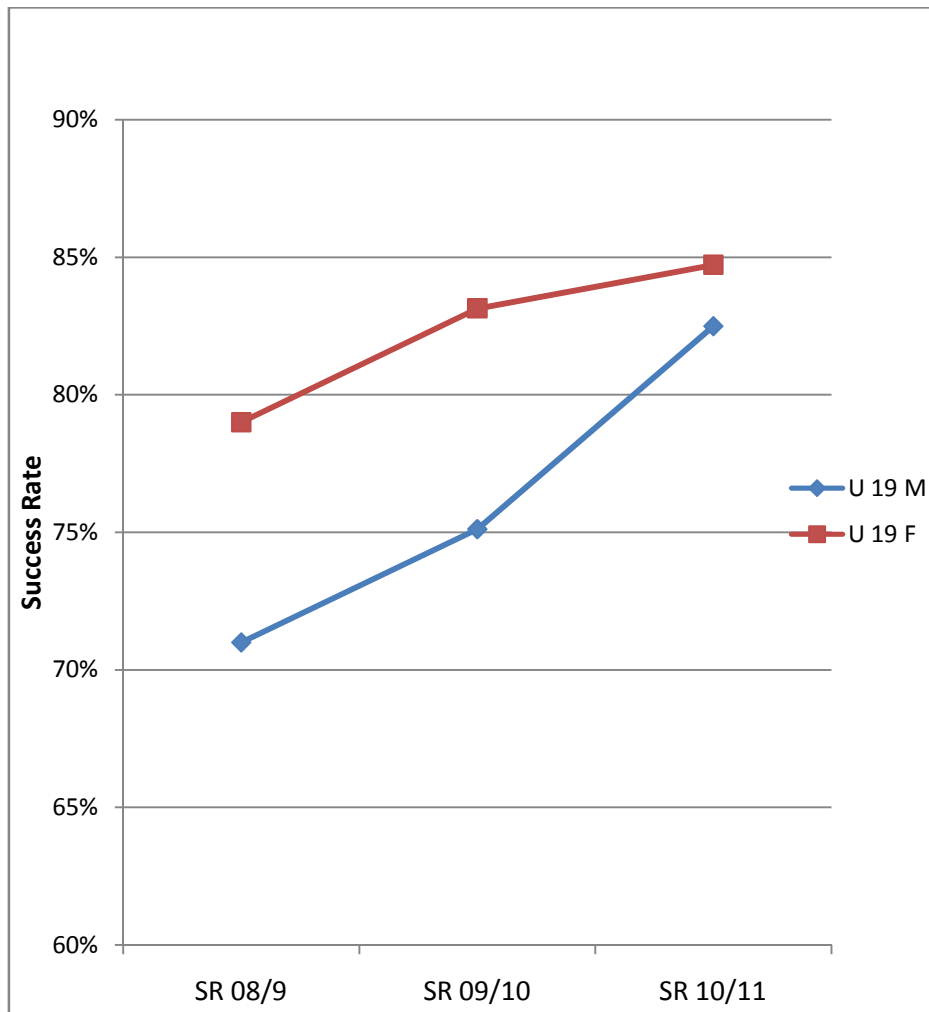
	Retention	Achievement	Success
2008/09			
Male	94%	87%	81%
Female	96%	87%	83%
2009/10			
Male	96%	89%	85%
Female	95%	92%	87%
2010/11			
Male	94%	89%	83%
Female	95%	91%	86%

At present, Abingdon and Witney College do not collect data in relation to sexual orientation or gender reassignment. The new Equality Act requires the college to collect such data to ensure that those with protected characteristics are not being discriminated against and the good relations are being fostered. Abingdon and Witney College will attempt to collect these data in 2011/12 while recognising that this may prove difficult.

5.2 Narrowing the gender achievement gap

In recent years Abingdon and Witney College have successfully narrowed the achievement gap between male and female students.

Graph 4: Success rates by gender 2008/09 – 2010/11 (under 19 year olds).



In order to address the gender achievement gap Abingdon and Witney College has undertaken the following:

1. All curriculum based managers have been involved in training and debate on the underperformance of males and as a result the key focus has been on improving the learners' experience in the classroom.
2. Programme Area managers completed action plans identifying ways in which they would lead on addressing the issues identified in relation to male underperformance (Table 7).
3. Teaching staff have attended training sessions on embedding E&D in lessons.
4. Training continues on embedding E&D in the classroom.
5. The Student Conference with its focus on teaching and learning included work with a group of male students where we were explicit in seeking out the male voice/learning experience and which has directly informed the design of the Professional Futures programme.



6. Progress on narrowing the gap is closely monitored by the E&D Committee
7. Positive action has been taken in the recruitment of male staff into roles that have the potential to have a significant impact on male learners e.g. student performance managers, learning mentors, a GCSE English co-ordinator, and a student services advisor.

Table 7: Action in response to identified good practice on narrowing the gender achievement gap

	Aim	Action
1.	Support male students with organisation and study skills.	<p>Enhanced sessions on study skills and organisation built into all course programmes via Tutorials, CORE and /or workshops.</p> <p>Introduction of learning to learn qualification being piloted in Business Management Faculty.</p> <p>Professional Futures CORE programme includes sessions on study skills and organisation delivered by specialists.</p> <p>Gateway programme.</p> <p>Inbuilt study skills units in foundation degrees.</p>

2.	Ensure help is at hand/ support on tap and readily accessible to male students.	<p>The Link mentors are on hand and the first port of call for students wanting easy access to support. Based in The Link means that support is available on a drop-in basis. Students can refer themselves or be directed by their teacher.</p> <p>Our evidence shows that male students are much more likely to access support if they can do it on a casual drop-in basis.</p>
3.	Establish mentor system that is firm and supportive.	<p>Each student on the Professional Futures programme has been allocated a performance manager who meets with the student on a regular basis and is responsible for monitoring attendance, punctuality and completion of work.</p> <p>Three of the five performance managers are male and positive role models.</p>
4.	Ensure good teaching and learning.	<p>A new professional development programme has focussed on up-skilling staff in relation to:</p> <ul style="list-style-type: none"> • Active learning • Role play • Debate and discussion • Competition, pace and energy • Use of e-learning <p>Continued Professional Development has focussed on ensuring all teaching staff are confident in employing active learning techniques.</p>
5.	Undertake coursework in class with teacher support.	Supervised workshop sessions introduced across all faculties.
6.	Improve literacy levels of (male) students in class.	<p>Functional skills now embedded in all lessons.</p> <p>GCSE Media has been introduced as an additional GCSE in the Springboard course. This has been recommended as an accessible way of developing literacy skills in a way that engages male learners with its focus on media practice and contemporary texts.</p>

7.	Review curriculum design to develop and embed literacy support.	<p>All faculties have been designated Link specialists to advise on curriculum design.</p> <p>Support staff training.</p> <p>Support embedding of literacy.</p> <p>The Professional Futures programme has included the introduction of performance managers who work alongside staff supporting students both in and outside of lessons with literacy skills.</p>
8.	Ensure frequent & rigorous learner progress tracking to enable early intervention and identification of those students at risk of underachieving.	<p>New student tracking system introduced and monitored monthly by Vice-Principal and senior managers.</p> <p>Consistent approach across the College at all levels; ensuring early intervention is in place.</p>
9.	Promote E&D in the classroom.	<p>On-going training for teaching staff.</p> <p>Monitored via lesson observations and student surveys.</p>

6.0 RACE

Data relating to race (including participation numbers, success rates, retention and achievement) are monitored regularly by the Equality and Diversity Committee. Monitoring also occurs through the college during the curriculum reviews and self assessment process when course teams, curriculum areas and subject sector areas analyse the data and develop action plans accordingly.

6.1 Ethnicity Breakdown for College and Wider Area

The college catchment area is predominantly White British. Some 6.7% percent of the local population in the Vale of White Horse and 4.4% of the local population in West Oxfordshire are from Black and Minority Ethnic (BME) groups. The overall college population of ten percent reflects positive choices by students from minority groups to come to Abingdon and Witney College.

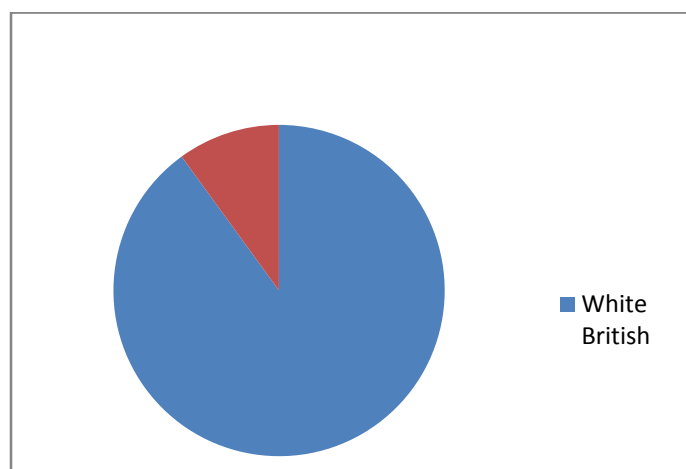


Table 8: Proportion of students by ethnicity.

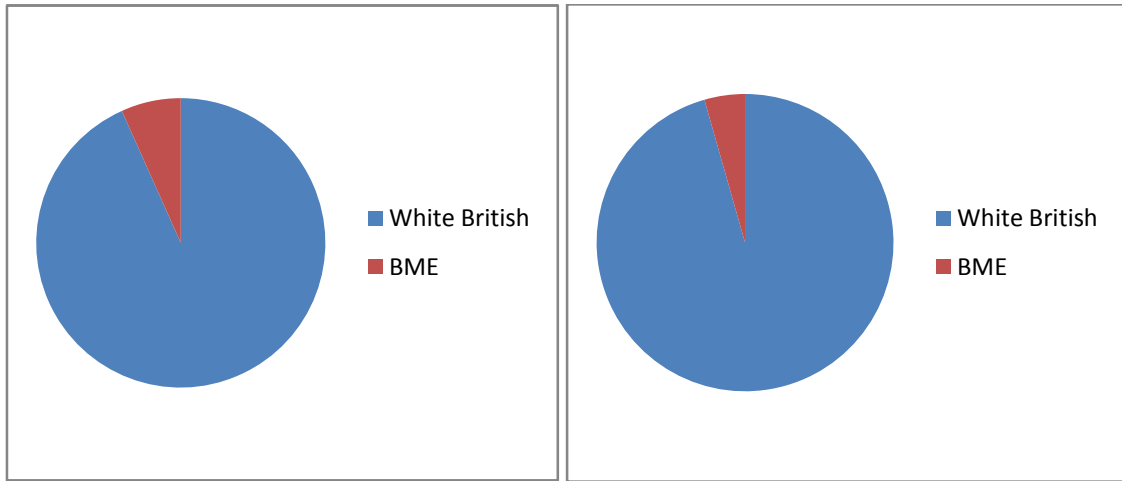
	U19	19+	TOTAL
White British	2109 (94.0%)	3428 (87.7%)	5537 (90.0%)
BME	134 (6.0%)	482 (12.3%)	616 (10.0%)

There is a higher representation of students in the 19+ category which is due to the increased numbers of international students now attending Abingdon and Witney College.

Graph 5: Proportion of total students by ethnicity.



Graphs 6 and 7: Proportion of population by ethnicity in (L) Vale of White Horse (Locale of Abingdon Campus) and (R) West Oxfordshire (Locale of Witney Campus).



6.2 Student Data

In 2010/11 the success rate of BME students under 19 years of age was slightly higher than the relevant national average. However, the success rate of BME students in the same age group is slightly lower than their White British peers (Table 5, Appendix 5).

Table 9: Retention, achievement and success rate by ethnicity for students under 19 years of age.

	Retention	Achievement	Success
2008/09			
White British	89	88	77
BME	92	95	87
2009/10			
White British	88	91	80
BME	92	84	77
2010/11			
White British	91	92	84
BME	92	90	82

In 2010/11 the success rate of BME students above 19 years of age is significantly higher than the relevant national average. However, the success rate of BME students over 19 years of age is lower than their White British peers.

Table 10: Retention, achievement and success rate by ethnicity for students aged 19 years plus.

	Retention	Achievement	Success
2008/09			

White British	95	87	83
BME	95	85	81
2009/10			
White British	95	92	87
BME	94	89	83
2010/11			
White British	95	91	86
BME	94	88	83

Table 11: Ethnicity breakdown in 2010/11 (*indicates less than 10 starts).

Ethnicity	Under 19 years		19+ years	
	No of Starts	Success Rate	No of Starts	Success Rate
Asian or Asian British - Bangladeshi	10	80%	*	
Asian or Asian British - Indian	30	80%	15	73%
Asian or Asian British - Pakistani	37	87%	12	67%
Asian or Asian British - any other Asian background	47	83%	40	75%
Black or Black British - African	28	89%	78	74%
Black or Black British - Caribbean	15	60%	15	80%
Black or Black British - any other Black background	23	87%	13	93%
Chinese	21	86%	21	91%
Mixed - White and Asian	11	100%	*	
Mixed - White and Black African	*		*	
Mixed - White and Black Caribbean	26	81%	17	65%
Mixed - any other Mixed background	*		15	93%

White - British	3792	84%	2840	86%
White - Irish	11	82%	18	100%
White - any other White background	100	84%	348	84%
Any other ethnic group	40	83%	61	66%

7.0 RELIGION AND BELIEFS

7.1 Faiths Team

Abingdon and Witney College has a Faiths Team who provide consultation and support to those of all faiths or none. They are available for all students and staff. The Faiths Team are also able to provide the latest directory of places of worship in Abingdon and Witney, organise special displays and events and raise awareness of social concerns.

The Faiths Team hold a discussion group with students at the Abingdon Campus each Wednesday lunchtime. The 'Lunch Club' is open to all students and staff of all faiths or none, and lunch is provided.

7.2 Prayer Rooms

Dedicated prayer and peace rooms are set aside for the use of all students in Abingdon and Witney. Rooms can also be made available on request at Common Leys and Milton Park.

8.0 STAFF

Abingdon and Witney College is committed to meeting and exceeding its Specific Duties under the Equality Act 2010. As such, please find below a report on staffing profiles and other data gathered in relation to the 9 protected characteristics under the Act:

- Age;
- Disability;
- Gender;
- Gender Reassignment;
- Marriage / Civil Partnerships;
- Pregnancy / Maternity;
- Race;
- Religion / Belief;
- Sexual Orientation.

In addition to this, the staff (and applicant) related functions are considered throughout this report as well as a commitment to meeting the General Duties under the Act:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations.

In order for Abingdon and Witney College to issue a transparent report, where information has not yet been gathered on staff, or where requirements have not been met, this has been addressed in terms of what the College plans to do to address these areas.

Please note that the information used in this report is accurate as at the end of the 2010/11 academic year.

For further information about the contents of this report, please contact Kelly Boast, Head of HR on 01235 216405 or email kelly.boast@abingdon-witney.ac.uk.

8.1 Staffing Profile

In 2010/11, Abingdon and Witney College reported its staffing profile by gender, race and disability, and compared this to the Further Education Sector statistics for the South East. Please find below a breakdown of this information.

Table 12: Ethnicity breakdown of staff in 2010/11 (*indicates less than 10 starts).

	Abingdon & Witney College	FE Sector (SE)
Male	32%	38.5%
Female	68%	61.5%
BME	4.6%	6.2%
Disability	6.3%	2.3%

It can be seen that approximately two thirds of the College's workforce is female, which is not unusual for this sector. However, in terms of occupational segregation, work has been done to address this balance. For example, we have female representation in the Engineering Curriculum Area and male representation in the Beauty Curriculum Area. We also have recruited based on gender for Genuine Occupational Reasons. An example of this is employing men to support the personal care of our male students.

Our staff that are from Black and Minority Ethnicity is particularly low compared to the South East of the sector, although not from the local community.

Although the number of our staff who have disclosed a disability is quite high, compared to the sector, further analysis needs to take place into the type of disability. For example, Mental Health Difficulty, Medical Condition, Physical Impairment, Specific Learning Difficulty or Sensory Impairment. The College's application form has been amended to reflect this and the College's annual employee Equality Monitoring form will take this into consideration for 2011/12.

In addition, we know that 20% of the workforce in the UK has a disability so the College needs to look further at why either a) the staff are not disclosing the information or b) why we are not recruiting people with disabilities as the College has just been re-recognised through Job Centre Plus as being positive about employing disabled people (the "two ticks" symbol), this suggests that the issue may be with disclosure level. The College will work on this further in 2011/12.

Abingdon and Witney College is committed to evaluating the information further to break down the staffing profile by the rest of the protected characteristics, by grades within the College and by whether the staff are full or part time. This will allow us to get a clearer understanding of representation across the College. This activity will be supported by the College's investment in a new HR database which not only holds this information, but ensures we can report on it more easily. A further comparison would be between the staff, applicants and the students, and the staff, applicants, students and the local community.

8.2 Equality Monitoring

As highlighted above, Abingdon and Witney College issues an annual Equality Monitoring questionnaire to its entire staff. The wording for this was used based on ACAS guidelines, but will be reviewed in light of changes to the Equality Act 2010 before it is issued in 2011/12. Further consideration is also going to be given by the College on ensuring it is available in alternative formats, as well as carrying out further engagement work (see Section 6.0 below) on ensuring a comfortable culture for completing the form and confidence from the staff in what the College are going to do with the information. The College will also ensure that each of the protected characteristics is given due regard in the

amended questionnaire. Work therefore needs to happen on increasing the response to these questionnaires.

8.3 Case Work

In 2010/11, Abingdon and Witney College began reviewing staff casework (Occupational Health referrals, Disciplinary, Capability and Grievance) in terms of the protected characteristics to ensure we are not discriminating on the grounds of these. Whilst there does not appear to be any issues with singling out staff with a (or more than one) protected characteristic, until we can be sure that we have the up to date information for our staff in these areas, this data is not as clear as it seems.

Support continued in 2010/11 for staff with mental and physical health issues through Occupational Health Services and other support networks, such as DAS, our employee counselling scheme. The College's Occupational Health provider has now been reviewed and re-launched to ensure this support continues.

Abingdon and Witney College continues to implement its flexible working policy and remind staff termly that they can apply for flexible working at any time. This scheme is open to all staff and take-up has increased over the years. Currently these are not logged in terms of staff with protected characteristics, but this is something which will happen in the future.

Oxfordshire County Council have also awarded Abingdon and Witney College the symbol for "Employers Supporting Working Carers" in recognition of the support that is provided for staff. This work will continue.

8.4 Gender Pay Gap

The College has recently implemented a Job Evaluation scheme (Gauge) and all jobs have been mapped using criteria which are not related to gender. The College is confident that there are no gender pay gap issues.

8.5 Staff Engagement

Staff engagement is an area that Abingdon and Witney College need to work on in 2011/2012 and work more closely with the Student Services work area on extending some of the engagement activities that are in place for students, to staff. An example of this is the annual Equality and Diversity Festival. Further work in this area, including setting up groups by protected characteristics, and asking those staff who have one or more protected characteristic, what the College could be doing to engage with them, will hopefully increase the response the equality monitoring questionnaire gets and therefore, the support that is offered to staff.

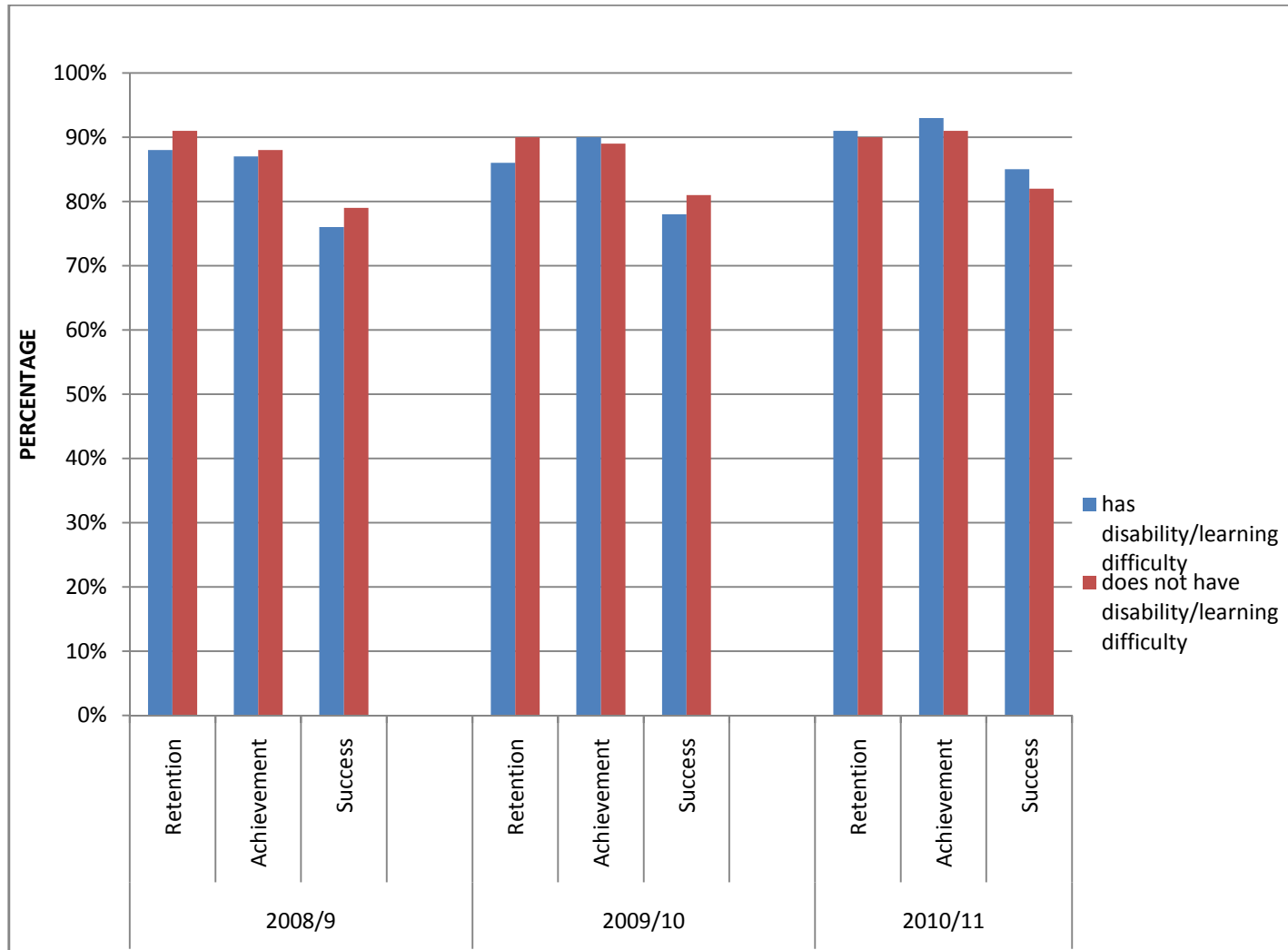
8.6 Training / Staff Development

Training of staff in all matters relating to Equality and Diversity continued in 2010/11, including an introduction to Equality and Diversity in new staff induction. A number of curriculum staff also attended training including "Narrowing the Achievement Gap", "Equality and Diversity, what's it got to do with me?" and "Embedding & Assessing Impact". HR staff attended sessions around the Equality Act and what it means for providers. Student Services staff attended sessions including "Transgender Equality", "Making Equality Work" as well as Equality and Diversity Networks. A Staff Development Committee has been formulated and further specific Equality and Diversity related training will be discussed as part of this offering in 2011/12.

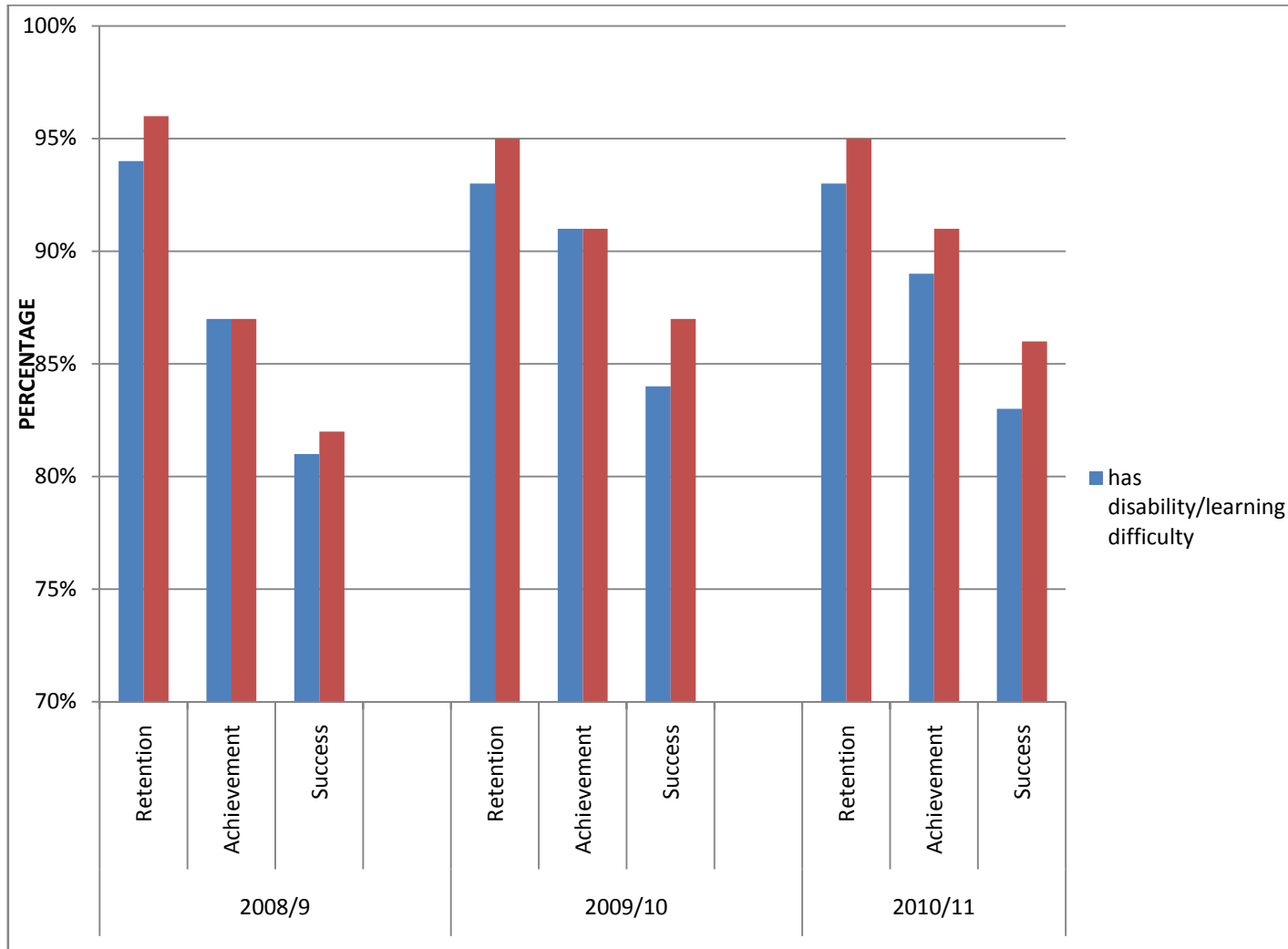
In 2011/12, due to a new HR Database, the College will be able to report on the take up of training by the protected characteristics.

APPENDICES

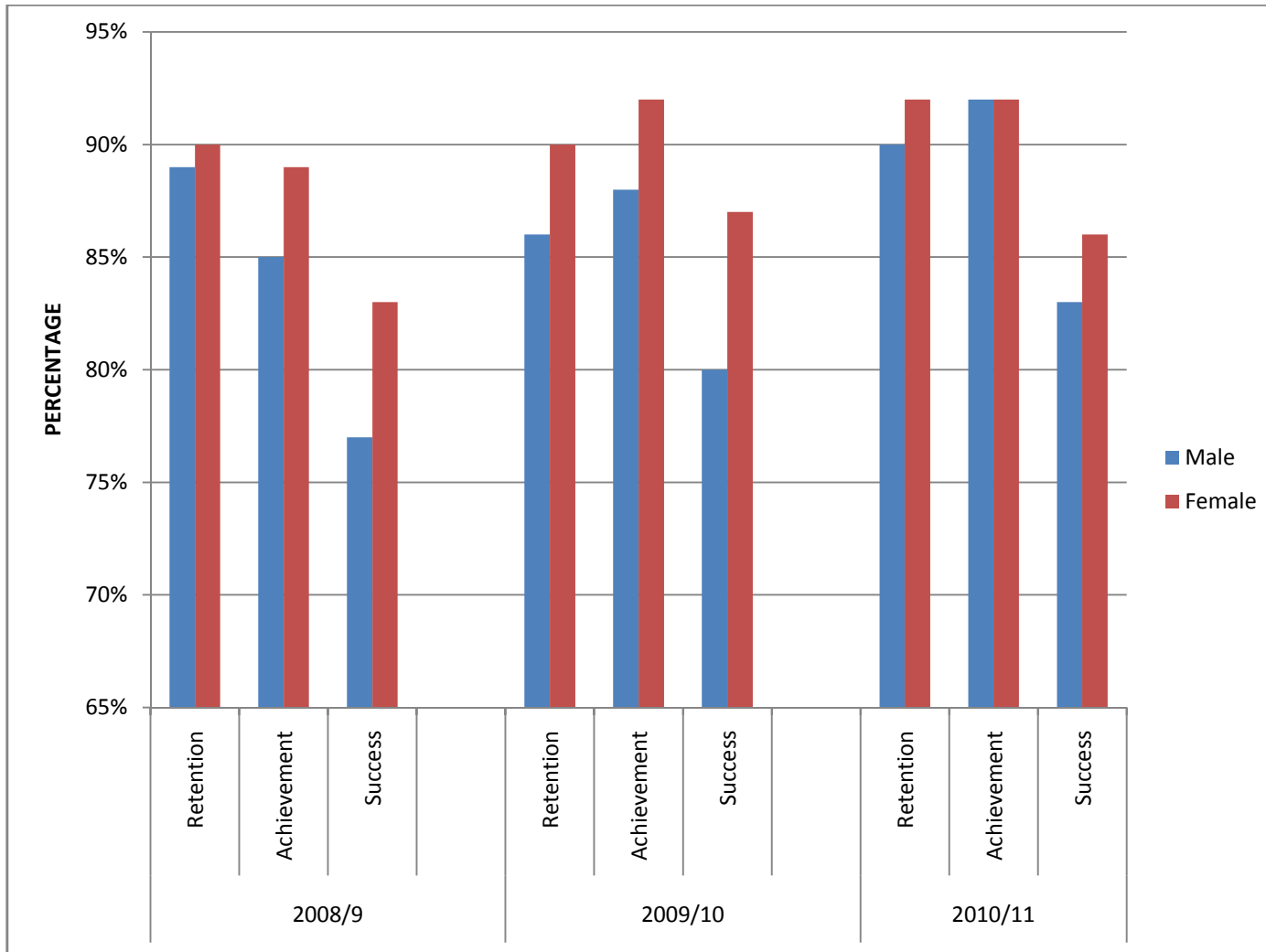
Appendix 1: Retention, achievement and success rates for students with a learning difficulty and / or disability (under 19).



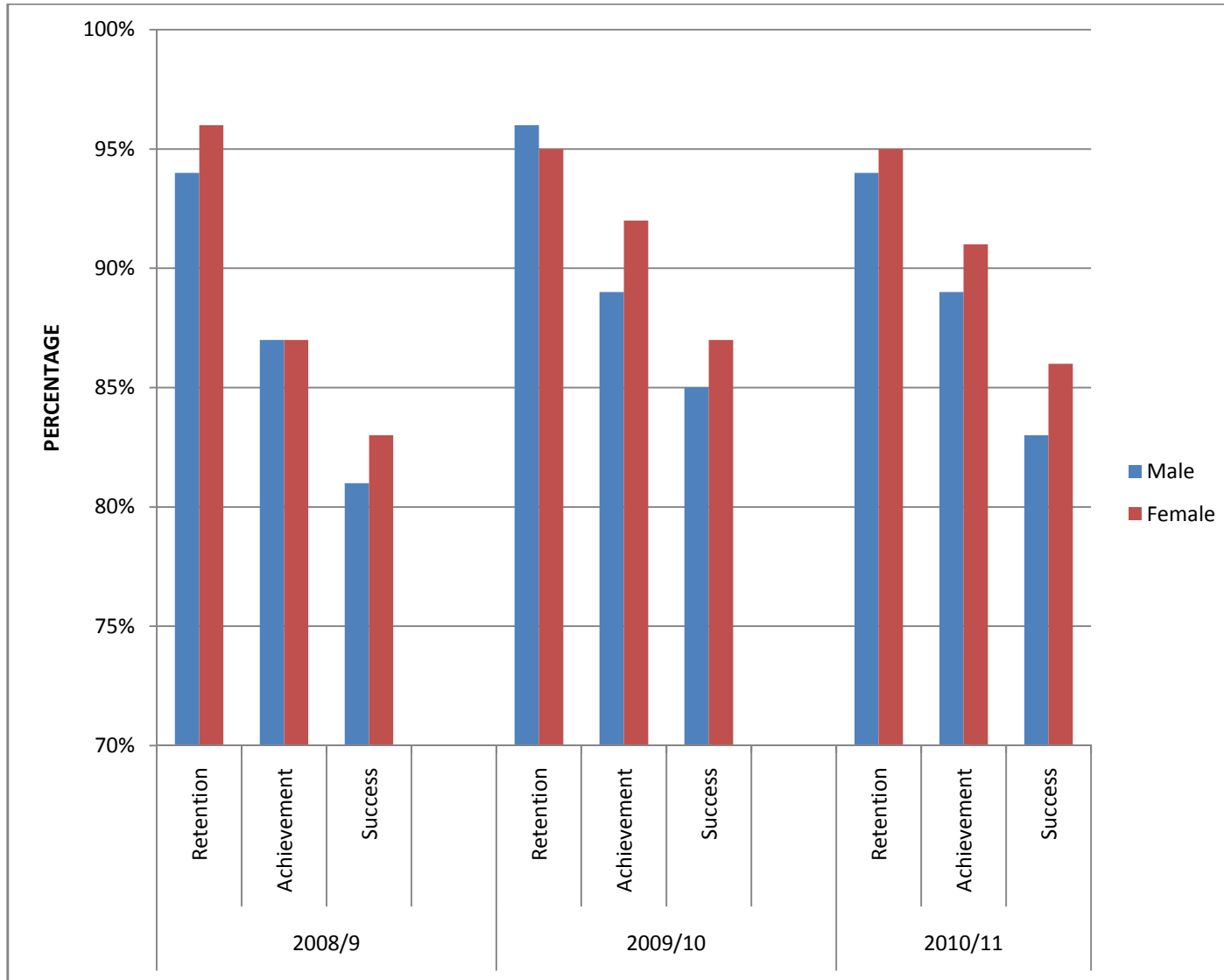
Appendix 2: Retention, achievement and success rates for students with a learning difficulty and / or disability (over 19).



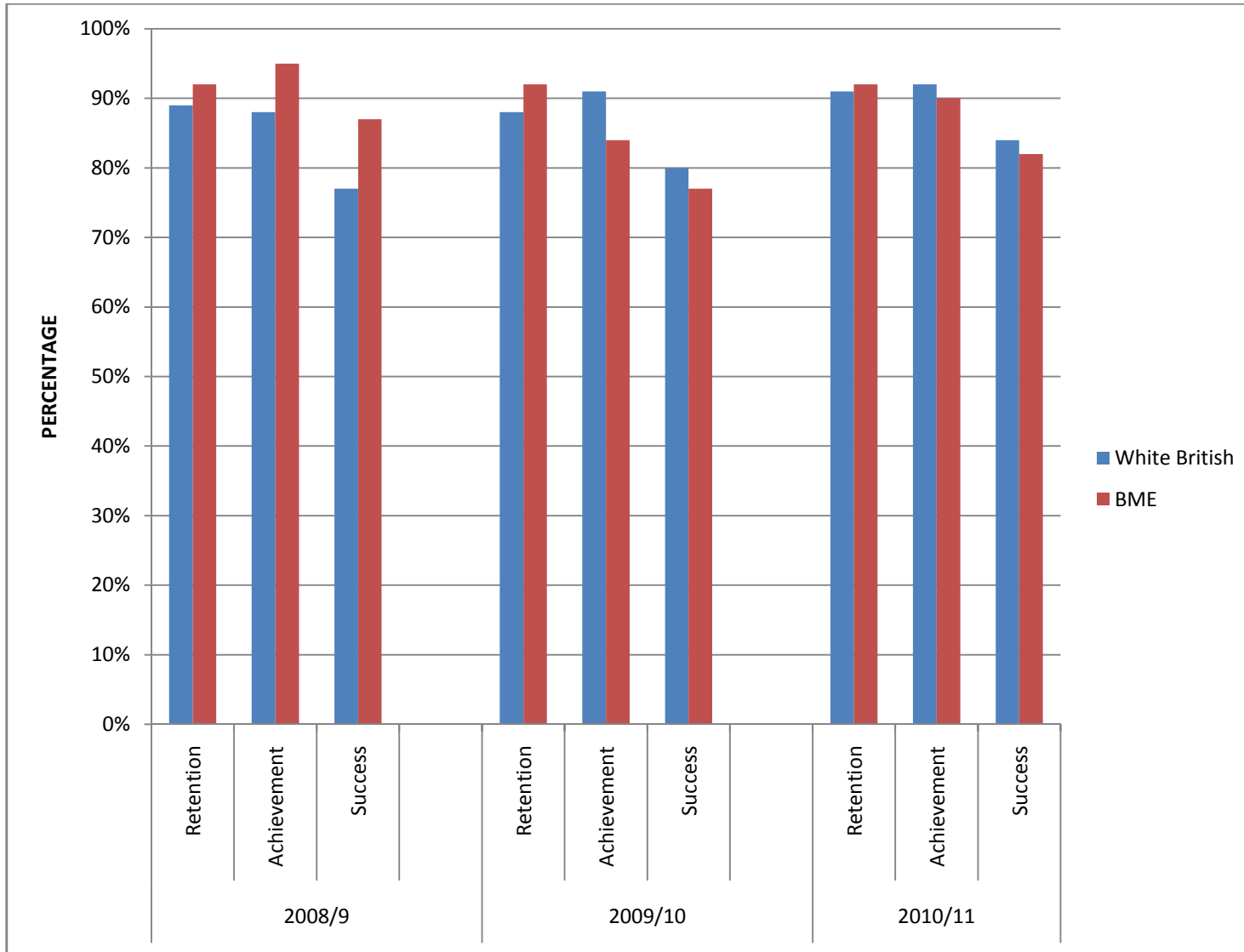
Appendix 3: Retention, achievement and success rates by gender (under 19).



Appendix 4: Retention, achievement and success rates by gender (over 19).



Appendix 5: Retention, achievement and success rates by ethnicity (under 19).



Appendix 6: Retention, achievement and success rates by ethnicity (over 19).

