

Achievement Difference Report 2018/19

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Introduction

Landmarks has a general duty under the Equality Act 2010 to advance equality between people who share protected characteristics. Within this report, we shall profile our ESFA learners against protected characteristics and analyse whether there are any achievement gaps between different groups of learners.

The figures used in this report come from the college's staff and learner databases as recorded in July 2019.

All day service learners are excluded from this report, because learners do not follow programmes of study, from which achievement data and progress information can be gathered.

The Equality Act 2010 requires Landmarks to:

- Eliminate unlawful discrimination
- Advance Equality of Opportunity
- Foster good relations between people who share a characteristic and those who do not.

To meet these responsibilities Landmarks has committed to the following organisational objectives:

- Promote equality for our learners:
 - High success rates for all learners
 - Learners feel safe and experience respect and fair treatment
 - Take action to address any achievement gaps in our learner profiled) All learners have an equal opportunity to plan their own transition.
- Promote equality for our workforce:
 - Improve the diversity of our workforce
 - Investigate and remedy any gender and race pay gaps
 - Create a culture where staff feel able to declare their disability, religion and sexual orientation.
- Promote equality in our working practices:
 - Provide training, support and guidance to enable all our workforce to be confident in promoting Equality, Diversity and Inclusion as well as eliminating unlawful discrimination and harassment.

We monitor our progress towards these objectives via our Single Equality Scheme action plan.

Learner Success Rates

Success is measured in terms of personal target achievements. Personal targets are set for all learners and will address EHCP and personal goals. This year accredited achievement rates are not included specifically, because qualifications are only used as a way of enabling the achievement of targets and therefore do not need separating out to determine whether progress has been made.

Learner achievement has been mapped against baseline assessment areas and an average has been applied to help determine whether any achievement gaps exist.

Where an achievement gap exists, the actions recommended at the end of this report will migrate to the colleges Quality Improvement Plan for 2019-20. Landmarks has determined that achievement differences can be misleading if learner's numbers are low as to distort overall success. Where this occurs, an explanatory notice will be referenced.

Due to low learner numbers, where achievement gaps are 0 to 5%, we will set them as Green for Good, 6-10% as Amber for an area to check in future years, and 11%+ as Red with a full investigation made into the data.

The figure in brackets in the tables below represents the total number of qualifications, not learners. On average for 18/19 we had 1.8 qualifications per learner.

Sex:

	Females	Males	Difference
Achievement Rate 18/19	75% (6/8)	97% (29/30)	22%

There is an green rated performance gap of 1% between Females and males.

A drill down into the data has shown that we have 2 females out of the small cohort of 8 who undertook qualifications that did not achieve their qualifications due to illness which changes the results significantly.

With the relatively small number of qualifications, you can see that there is hardly no gap between males and females in performance rates.

A lower level look at the reasons for failing qualifications shows that 25% (2 of 8) was due to illness which has had a significant impact on their mental health effecting their education, this is not related to their sex but their engagement difficulties and disabilities.

Disability:

	Autistic Spectrum Condition	Profound Complex Disability	Physical Disability	Brain Injury	Mental health	Severe or Moderate Learning Disability	Other
Achievement Rate 18/19	89% (16/18)	100% (5/5)	N/A	N/A	100% (2/2)	100% (8/8)	80% (4/5)

The average achievement rate for 2018/19 is 92%, with 2 categories who are lower than this. (ASC and Other). When looking further into this data because only 3 learners did not achieve their qualifications and we have a small cohort attending Landmarks drilling down the achievement gaps are not to be of concern.

Age:

	16-18	19-24	Gap
Achievement Rate 18/19	100% (9/9)	90% (26/29)	10%

The data below shows that there is an amber coloured gap in achievement rates for the 2 age groups. This is again identifying that the age brackets 19-24 has the most not achieved with qualifications but no trends are apparent when you drill down into the data.

Race:

	White	BME	Gap
Achievement Rate 18/19	91% (32/35)	100% (3/3)	9%

The data below shows that there is an amber coloured gap in achievement rates for the 2 race categories. This is again identifying that the race bracket for BME has the most not achieved with qualifications but the numbers were small compared to the white bracket. No trends are apparent when you drill down into the data.

Marital Status:

	Single	Unknown	Gap
Achievement Rate 18/19	100% (38)	0% (0)	0%

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

Gender Reassignment:

	No Change	Unknown	Gap
Achievement Rate 18/19	100% (38)	0% (38)	0%

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.

Sexual Orientation:

	Heterosexual/Straight	Gay/Lesbian	Gap
Achievement Rate 18/19	92% (35/38)	100% (3/38)	8%

There are no significant Achievement Gaps for this Protected Characteristic, but it is the first year we have collected, and so will continue to monitor over the next three years.

Pregnancy & Maternity

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

Summary

The only bracket that has a red category is the sex of our learners. That is because we have a clear gap in how many males and females we had on role at this time. If you drill down into the data more though you will see it is only 1 learner difference which is no cause for any actions to be taken further.

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