Stratford-upon-Avon College

Equality and Diversity

Annual Report 2016-2017

Curriculum and Quality Committee

May 2017

To be read in conjunction with the Stratford-upon-Avon College Equality Information, including Equality & Diversity Impact Measures Annual Report – dated February 2016

Stratford-upon-Avon College Equality and Diversity Report May 2017

Including 3 Year Trend Achievement Gaps 2013-2016

Contents

1. **Purpose and Background**

As part of its vision and mission, Stratford-upon-Avon College recognises its commitment to developing the promotion of equality and diversity. This report provides an analysis of any achievement gaps in the specific 9 characteristics of the Equality Act 2010 that we capture-these are Gender, Ethnicity, Learning Difficulty/Disability and Age. The report highlights key achievements and areas for further development.

The college operates an inclusive environment, supported by policies and procedures to ensure that all students are treated equally and free from discrimination, harassment and victimisation. The annual Equality and Diversity report is used to highlight key achievement and identify areas where we need to take further action.

2. Key Judgements on Overall Achievement Gaps 2013-16

2.1 Achievement rate- Age 2013-16

16-18 achievement rate indicates a marginal increase from 2014-15, a rise of 1.1%. However, this remains 1.2% below the achievement for 2013-14.

19+ Achievement rate has declined by 1.1% in 2014-15 and a three year decline of 2.6%
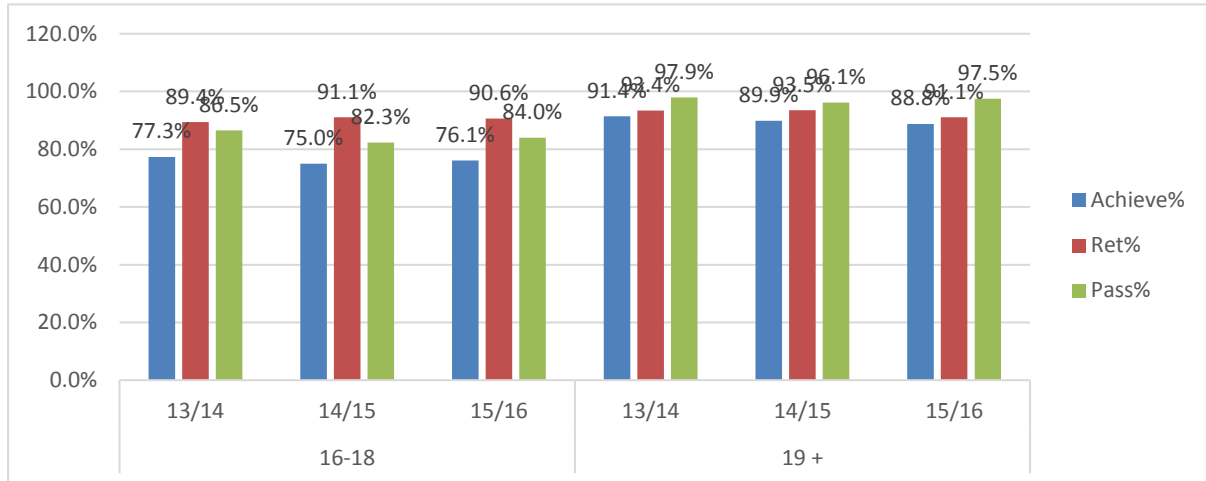
Classroom based- 3 year trend of achievement rates Age

2.2 Overall Gender achievement rates 2013-16

Female student achievement indicates a three year decline but continues to be higher than male achievement. The achievement gap has widened between males and females for 2015-16 to 8.8% which is an increase of 1.2% over the last 3 academic years. Male achievement rates indicate a three year decline showing a 0.5% reduction from the previous year. The three year rate of decline for males is less than females. Males have shown a 0.7% decline compared to 2.5% for females.
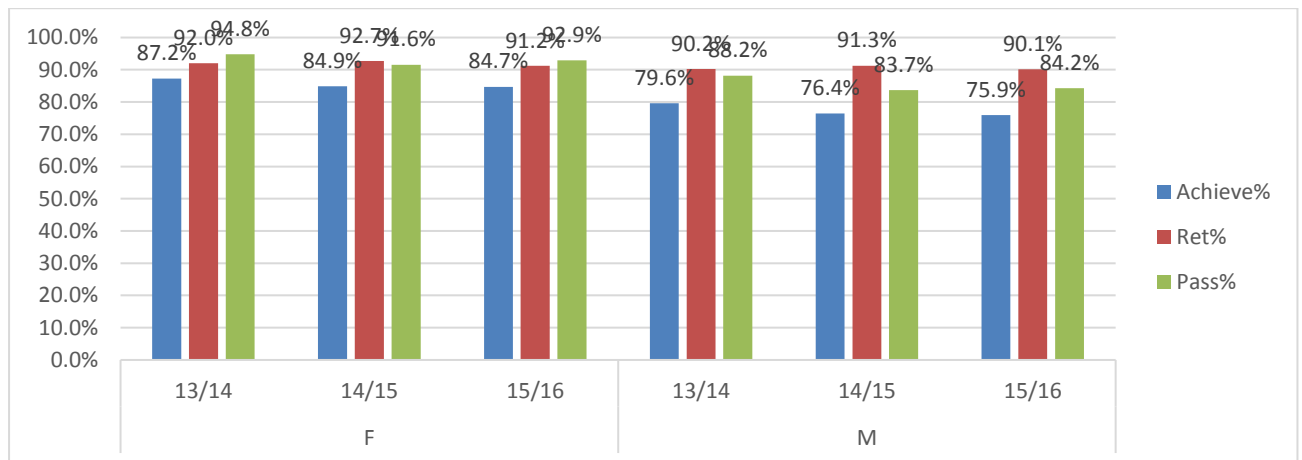
Classroom based- 3 year trend of achievement rates Gender

## 2.3 Overall Ethnicity (BME) achievement rates 2013-16

Overall the college enrolled 3139 White British students and 341 Black Minority Ethnic (BME) students. The achievement gap for students from ethnic backgrounds has widened to 1% (280) higher than students categorised white British (2548). The three year trend indicates students from ethnic backgrounds, over the past two academic years, achieve better than white British. Whilst the three year trend for White British has declined overall by 3.4%
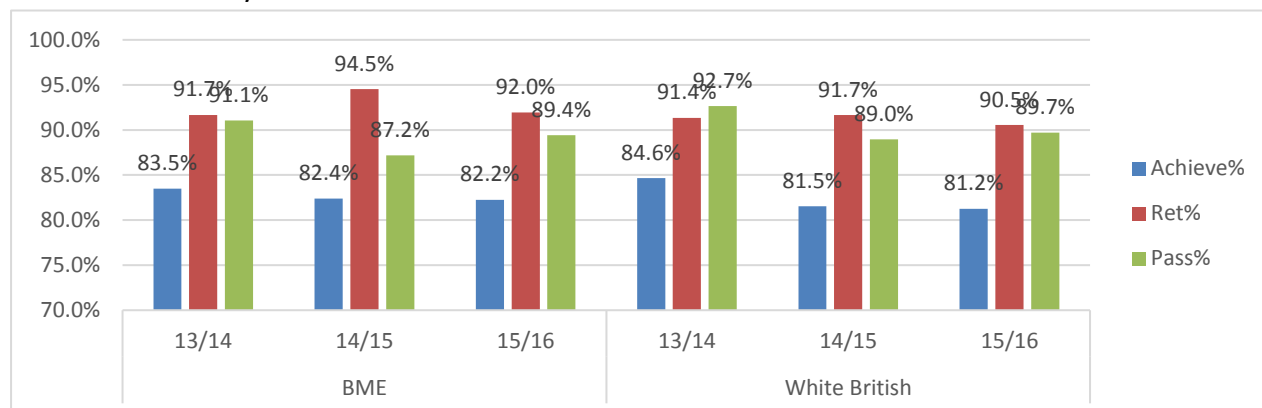
Classroom based- 3 year trend of achievement rates BME and WB

2.4 Overall Learning Difficulty/Disability achievement rates 2013-16

The college enrolled 624 students who declared a learning difficulty/ disability. The achievement rate for this group is 75.6% (469). The achievement gap between those who declare a difficulty and those with no difficulty indicates a significant three year decline of 10.6%. Learners who declared a LDD are not achieving at the same rate as those who no difficulty of do not declare. There is also a significant decline for those students who do not provide information about a difficulty or disability from the previous year of 6% (5).
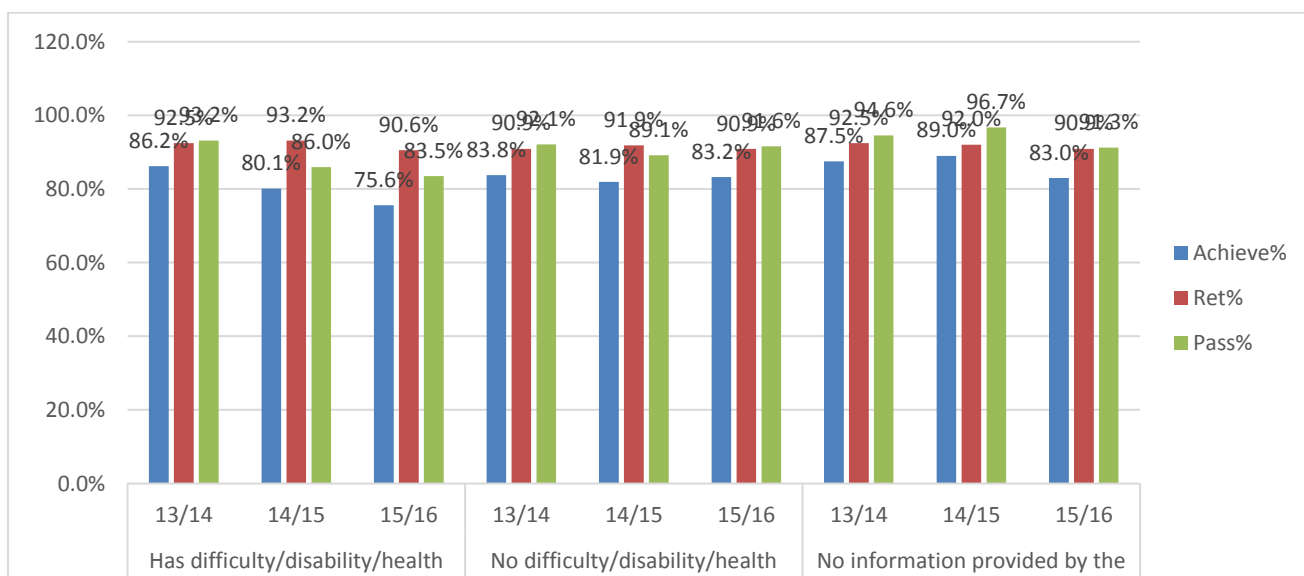
Classroom Based – 3 Year trend of achievement rates of learners with LDD compared to those who did not declare an LDD

2.5 Overall Age achievement rates for Apprenticeships 2013-16

19-23 year olds outperform other apprenticeship age groups. The achievement is significantly higher than for 16-19 year olds and 24+ students. 21.2% higher than 16-18 year olds and 42.8% higher than 24+

There is a three year trend increase in achievement rate for 19-23 year olds by 13.2%. 16-18's and 24+ have a variable profile of achievement. (See appendix 5)
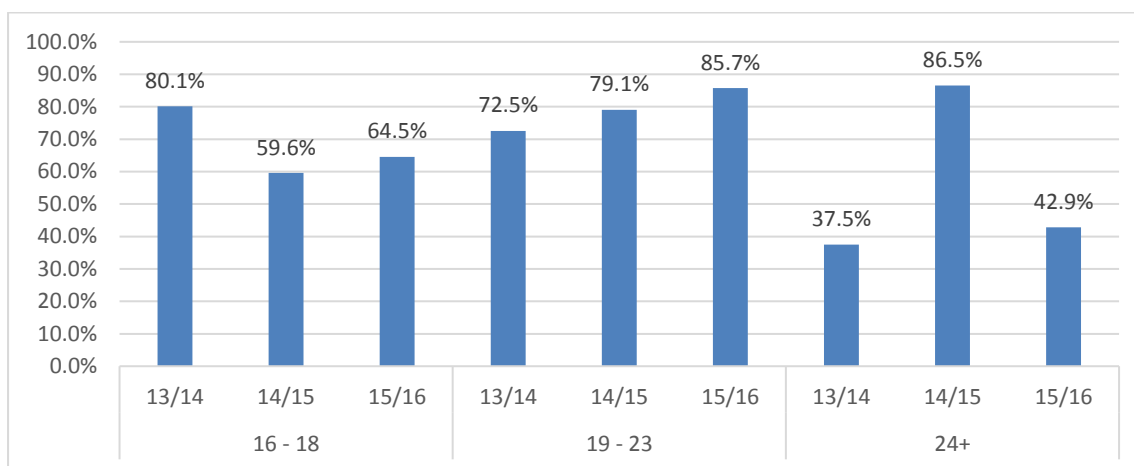
Achievements - Apprenticeships by Age

2.6 Overall Gender achievement rates for Apprenticeships 2013-16

Females consistently outperform males. However, the achievement gap has declined and is currently 6.8% compared to 9.3% in 2013/14 and 20.4% in 2014/15

Achievement rate for females is however in decline with an 11.3% reduction on the previous academic year. Male achievement rates indicate a small improvement of 2.3% on 2014/15.

Achievements - Apprenticeships by Gender
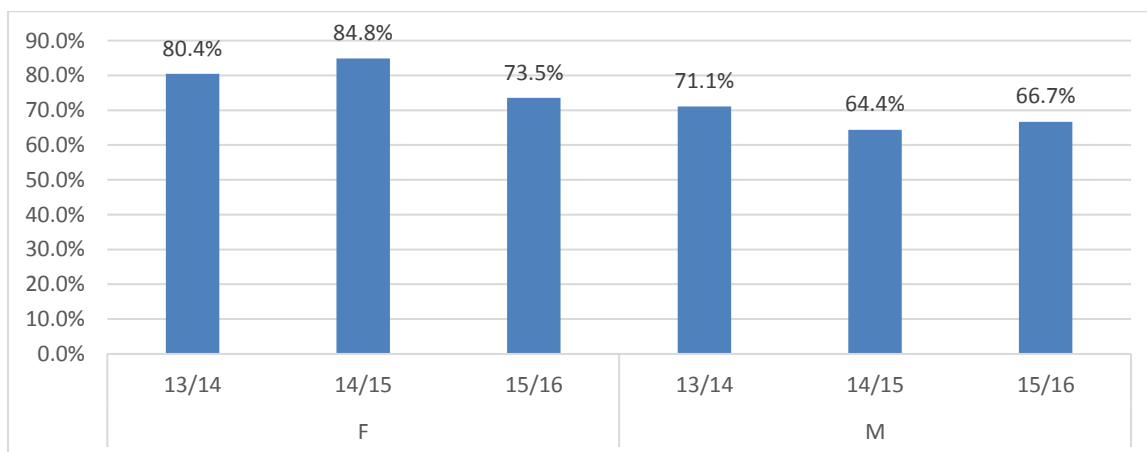
2.7 Overall BME and WB achievement rate for Apprentices 2013-16

BME achievement rate has declined by 31.9% from 2014/15. The achievement gap has narrowed to 7.2% due to this decline compared with 25.1% in the previous year. (See appendix 7)
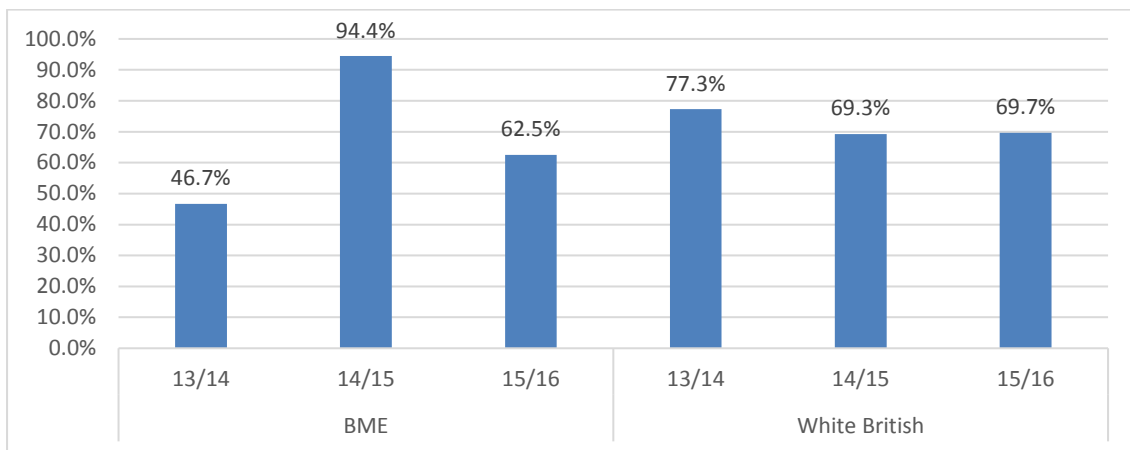
Achievements - Apprenticeships BME and WB

2.8 Overall LDD achievement rate for Apprentices 2013-16

Achievement rates for learners who declare no disability or difficulty indicates a 12.5% decline over the past three academic years those with a learning difficulty or disability has a variable profile with an increase of 40.9% in 2015/16. (See appendix 8)
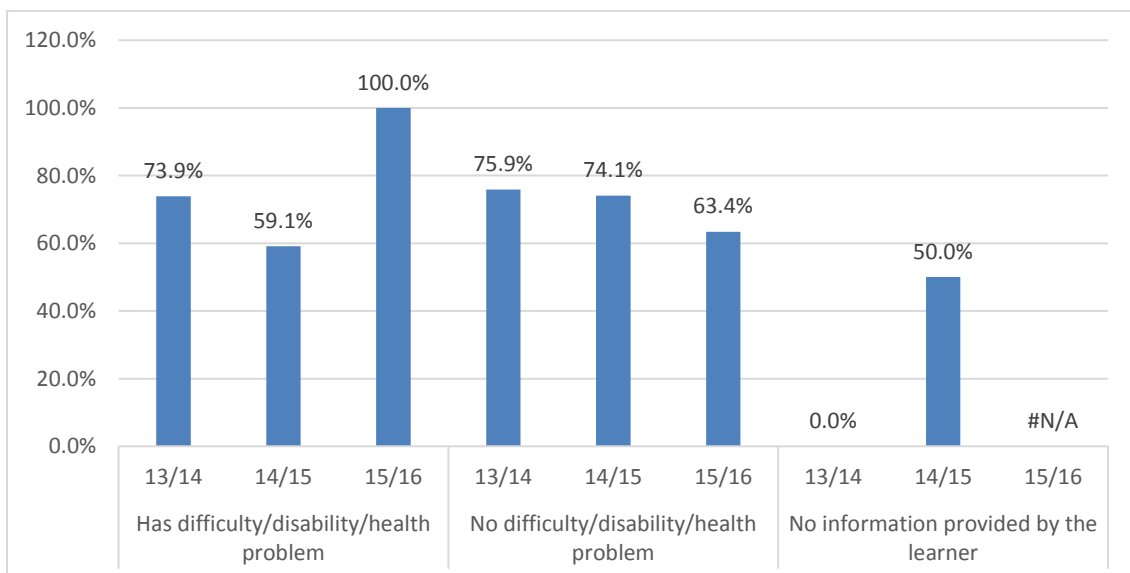
Achievements - Apprenticeships LDD compared to those not declaring an LDD

3. Further Key Judgements on Achievement Gaps 2015-16

- The BME population at the College is higher than the BME population of the local area by **12.75%**- 2011 Census (See appendices 10)
- The population of learners with learning difficulties or disabilities is higher at the college than that of the local area by **14.9%**- DWP May 2011 (See appendix 10)

Characteristic	All Staff	Governors	Students	Population of Stratford-upon-Avon
Ethnicity	96.5% White British 3.5% BME	Board 100% White British One co-opted Committee Member BME	81.25% White British 18.75% BME	94% White British 6% BME (2011 Census Stratford – upon-Avon)
Gender	64% Female 36% Male	54% Female 46% Male	50% Female 50% Male	59% female 41% male (2011 Census Stratford – upon-Avon)
Learning Difficulty/ Disability	0.05% Disability 99.5% No Disability	100% unknown	Learning Difficulty/Disability 17.9% No Learning Difficulty/Disability 82.1%	3% LDD 97% No LDD (Department for Work and Pensions May 2011)

Comparison of staff and students on the characteristics measured- ethnicity, gender, learning difficulty and disability 2015-16

4. Equality and Diversity Health Checks 2017

Equality and diversity is firmly embedded in the Stratford Standard and tutors in each department are expected to fully embed equality and diversity within their teaching. The teams provide a safe, welcoming environment for all learners. By having a broad, responsive and accessible curriculum, the needs and abilities of our diverse learners within the department are met.

Examples of embedding Equality and Diversity- Academic, Professional and HE

Accounting A level

A dedicated Facebook page for current students is regularly populated with career articles and tips and current business environment articles which help to inspire learners from all backgrounds to pursue a career in Accounting and Finance.

Wall displays dedicated to 'Women in Accounting' are regularly updated and referred to in lessons and during tutorials.

Business A level

Equality and diversity is excellently embedded into the case studies used such as 'Dans Le soir' restaurant in London. The restaurant can accommodate approximately sixty people in the "dark room", the main dining area where customers eat and drink in pitch darkness. The idea behind this is to suppress the dominant sense of sight, customers enter a whole new world in which one is uncertain of their surroundings. This case study undoubtedly raises a lot of debate and allows the teachers to encompass a number of issues regarding disabilities.

Other case studies include how supermarket chains Tesco and Asda withdrew two Halloween outfits after they were criticised for stigmatising people with mental health issues.

Sociology A level

Equality and Diversity is excellently embedded into case studies used such as the England Riots of 2011 and Brixton riots of 1985, these cause a lot of debate around race and social class.

Psychology A level

Psychology naturally lends itself to the embedding of equality and diversity and covers case studies relating to mental health issues.

Guest speakers

Guest speakers are encouraged to tell learners about the challenges they faced in becoming successful, speakers are chosen from a range of backgrounds and have pursued their careers via different routes including BTEC, A level and apprenticeship routes.

Tutorial

The 'Prevent Agenda' aims to stop people becoming terrorists or supporting terrorism, this and many more topics are incorporated into the college tutorial programme which covers a range of issues:

E – Safety, Safeguarding, British Values, Equality and Diversity, Sexual Exploitation, Radicalisation, Dealing with Stress, Time Management, Car safety, Progression, Disability, Professional conduct.

Examples of embedding Equality and Diversity- Creative Arts

1. Performing Arts Lecturers choose specific plays that address Equality and Diversity and celebrate difference – 'Elegies' was performed by year 2 Musical Theatre to raise awareness of HIV and Aids. The Musical Theatre students performed 'Chaircargo' to celebrate disability within the arts. The Acting students performed 'an Evening with Carol' which is a play all about feminism. Performing Arts L2 do a TIE project which covers many subjects that effect young people Bullying, Sexting to name but a few.

2. Lecturers in Music and Music Technology ensure that they are choosing music that represents different cultures.
3. Acting year 2 students worked with a female Japanese Director and her company on a project based on the play shown at the RSC 'Snow in Midsummer'. Students performed on the RSC stage
4. Media students create promotional videos for charities in order to raises awareness of E&D topics
5. Students are given many options on source material that has been carefully picked to promote cultural awareness
6. In Media and Photography students look at stereotyping and also visual representation
7. From the Observations done this year so far within the department 98% embed E&D
8. Art and Design celebrate women in the Arts
9. Art and Design lecturers look at Historical and Contemporary artists from diverse background they also choose artwork that challenges and promotes discussion and debate
Quotes:
10. " During this project, I became aware of the racial segregation that occurred during the 60's whilst studying this musical. I improved my singing and dancing as well as my stamina whilst performing it" **Kai Hussain: April 2016**
11. 'This session fully embedded E&D; learners were discussing current affairs and what really mattered to them, they all were able to give their views and opinions on matters and were very eloquent and mature when doing so. The lecturer had planned this session to scaffold learning and to inspire learners. Employability very well embedded when reviewing companies and also very interesting - brought up by the learners consistently - when discussing the Exit from the EU - learners discussed the opportunities they would not want to lose with regards to working or studying abroad.' Performing Arts session Observation 25/04/17
12. 'Equality and Diversity was embedded throughout this session. Subjects were discussed with sophistication and maturity'.....Learners asked to discuss the Metrosexual man or New Man - then write the definition. Learners were very sophisticated and mature with their handling of this representation. The topic naturally embedded E&D with topics such as paternity and maternity discussed, Homosexual and heterosexual relationships feminism and masculinity.' Media Session Observation 04/04/17

Examples of embedding Equality and Diversity- Employer Engagement/ Apprenticeships

"The nursery's positive behaviour policy encourages us all to interact and work cooperatively, encouraging the children to have 'kind hands', 'kind words' through play activities and circle time."

Intermediate C&YPWF Learner April 2016

"Danielle explains the importance of promoting positive behaviour so children understand right from wrong. Describes strategies used and reasons why including: not raising voice, verbal praise, repetitive positive behaviour ..."

Excerpt from Profession Discussion - December 2015

The key things we have worked on this year are:
- Developing deeper 'what if' questioning to help embed E&D into direct observations the areas the assessors have been looking at are:
  - Different cultures/cultural awareness (clearly linked to the tourists visiting the area)
  - Disability (often linked to movement and accessibility in historical buildings/restaurants/hotels)

It has been important for us to annotate how we are capturing the information, so again we have focused on reviews and feedback forms and have piloted some new forms – boxes rather than tick boxes – this has formed part of my file audits.

The formal assessment observation in the workplace of assessors has seen a marked improvement on the embedding, however there is still a tendency for the assessors to make 'E&D the elephant in the room' – by asking questions as if from a list – this is being picked up in standardisation meetings and team meetings.

Examples of embedding of Equality and Diversity- Vocational Studies
Care and Foundation Studies
Equality and Diversity is strongly embedded within the department with the 100% of tutors embedding equality and diversity in their teaching. Level 2 H&SC, Level 3 H&SC and Childcare learners all complete a unit on Equality and Diversity. This provides them with the relevant theory needed before going out on placement and demonstrating their knowledge.

Equality and Diversity is addressed within group profiles, schemes of work and lesson plans. Teaching and support staff challenge E&D issues when they arise in sessions. Staff within the team have signed up for the monthly E&D newsletter. The care tutorial scheme of work is linked to the college's Equality and Diversity timetable of events calendar.
All staff within the care team have received a training session on the importance of integrating British Values into their lessons.
Staff have been provided with materials that can be used in their lessons to inform students are encourage debate.
This develops the learners understanding of the subject, and encourages them to ask questions about British Values. This has been evidence within Childcare CACHE portfolio sessions. Learners have produced reflections based on their practical experience within their placements. Learners are required to comment on:

It also encourages debate and discussion about current affairs, which again, widens the learners understanding of the importance of Equality and Diversity.

Sport and UPS
Sport and UPS learners are enthusiastically taught to care for their environment and others, learners are regularly and routinely given roles of responsibility in order to encourage high degrees of self-awareness and citizenship.

'Yolanda Cross came into Reception today to pass on how wonderful it was that two of our students reacted in a quick and mature way regarding other 'nuisance youths' in the Shottery child play area around 15.30pm 23/05/16. The youths were apparently trying to set a small fire near the area so two of our students, identifiable by their t-shirts 'Public Services' male and female called the police immediately and made sure the parents and their children were safe and well.'

Hospitality and Catering
Good embedding of Equality and Diversity issues, with delivery and checking of understanding evident and regular within lessons. Students with colour dyslexia have their portfolios printed in their relevant colour. Students whose first language is not English are supported and encouraged to develop 'English for work and life' skills. Lecturers work hard to include students in conversations; even translating handouts into their mother tongue if and where needed. This was evident this academic year in Rugby as we had a level 3 learner who was Italian. We worked with the family to ensure he was confident, supported and comfortable. He achieved his level 3 programme in June and has planned to work for a year and then progress onto a BA Hon's in International Patisserie and Confectionary.

Students with mental health needs are supported pastorally and within the classroom. This year we had two learners with mental health issues; resulting in all Rugby staff completing a Level 2 qualification in Mental Health Awareness so that we could best understand how to support these learners in college and the classroom; allow other students to understand and respect everyone's individuality and differences; whilst ensuring we provide a positive learning environment in which to learn in.

Students planned and held a 'dining in the dark; experience in association with The Guide Dogs for the Blind. The aim of the evening was to create a dining experience in low lighting focusing on using different senses. The evening was a huge success with many sighted and visually impaired guests attending. Guests experienced exquisite fine dining throughout the six-course taster menu which placed a strong emphasis on textures, flavours and aromas. Music students from the College helped out with a live performance to greet the guests' arrival and blindfolds were provided by the charity so diners could explore a complete sensory experience. Representatives of the charity attended the event – as well as working guide dogs and guide dog puppies in training. £629.33 was raised from the evening with some fantastic comments from customers who attended and staff.

Jackie Horton from the Shakespeare Puppies Appeal said, "*The generosity and help we receive from the staff and students is amazing. The College is raising money to name their own Guide Dog Shakespeare Puppy. This will contribute greatly to its training so it can go on to help someone lead an independent and fulfilling life.*"

The restaurant tutor commented on the evening: *"As part of the students' enrichment programme this has been a valuable experience for all the students involved. There are plans to work with a representative from the charity even more in the future, to help the students understand better the difficulties faced by the visually impaired and explore further how they can help and support people in the community."*

Business and IT

The College's inclusive, safe, environment is cited by learners as one of the reasons they chose Stratford as their provider of post 16 education as demonstrated by the survey responses to the question 'Do you feel the College offers an inclusive and supportive experience for learners?', to which 95% responded positively.

Business Student feedback
'All feel "100%" safe on campus and would recommend to others'.
'Easy to talk to Learning Coaches about concerns'.
'All would know what to do should they have any safeguarding concerns'.

INA are carried out for every student that has a need so their strategies and needs are shared with lecturing and support staff.

Learners develop a good understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism

Learning coaches provide a high quality tutorial programme that supports and develops learners understanding of how to keep themselves safe

A wide range of services and information is available to learners within the learner services department. Learners can access a range of materials that help to educate and raise awareness of the risks of abuse, sexual exploitation and extremism

Learners have access to a range of advice and guidance on how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.

Tutorial Programme

The college invested in trialling the GFG Education Impact social skills on line learning packages to compliment the tutorial programme. Topics include: British values and mutual respect, lifestyle choices, relationships, self-awareness, grooming, extremism and radicalisation and growth mind set.

The college also promotes the E&D timetable of events. This has been complimented by working with a variety of external agencies to promote understanding of specific topics. Visits include;

- A visit from the NHS and recovery partnership to raise awareness of World Cancer Day.
- Local community support officer and proud youth raising awareness of hate crime and LGBT
- Warwickshire Association of Youth Clubs to raise health awareness included fitness testing, stopping smoking and mental health discussions

- The multi faith room received an update to celebrate World religion day
- Love your heart day promoted healthy eating, diet and exercise
- International Women's day included displays of posters and information
- World Autism day was promoted through on line links for staff and students blog, leaflets and books
- Still to come- Be kind to your mind week with planned visits from Springfield Mind, The Samaritans, NHS improving Access to Psychological Therapy, Safe line, Reach and Warwickshire Association of Youth Clubs

5. Safeguarding

Equalities information relating to safeguarding service use is as follows, which demonstrates a comprehensive use of the service and no inequalities identified compared to the demographic character of the college environment.

Equalities Information	Concerns and referrals 2015-16	Concerns and referrals 2016-17
Age		
16-18	56	92
19+	7	39
Gender		
Male	23	59
Female	40	72
Ethnicity		
White British	52	114
BME	11	17

6. Staff

HR Information - Staffing Profile

As at April 2017, the College's staff headcount was 205 of which 118 (58%) are full time and 87 (42%) are part time. The College's current FTE is 156.69. The following table shows the breakdown of staff by staff group.

Staff Group	Full time		Part time		All Staff Totals	
	Headcount	% of all staff	Headcount	% of all staff	Headcount	% of all staff
SLT	4	3	0	0	4	2
Academic	61	52	31	36	92	45
Business Support	53	45	56	64	109	53
Total	118	100	87	100	205	100

In regard to the Equality data held by the College, a data cleanse has recently been undertaken to ensure that all the information held on file is accurate and up to date.

Disability
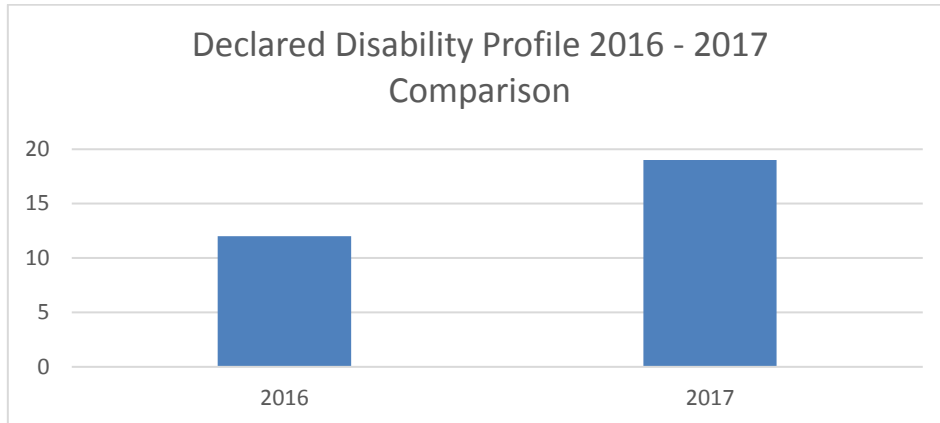
In April 2017, 19 (9%) members of staff were recorded as having a disability, with 2 (1%) members of staff preferring not to disclose this information. Of those members of staff who have declared having a disability, 11 have disclosed having a physical impairment, 6 with learning difficulties and 2 members of staff recorded as having mental health concerns.

As a result of the recent data cleanse, the College has been able to accurately monitor the number of staff with disabilities which may have led to the increase in disclosures for staff compared to last year. Processes are in place to support members of staff who have declared having a disability and the College also obtains advice from their Occupational Health Team where needed to ensure that any necessary adjustments are in place.

The College is a Level 2 Disability Confident Employer which helps to successfully employ and retain disabled people and those with health conditions.

Gender
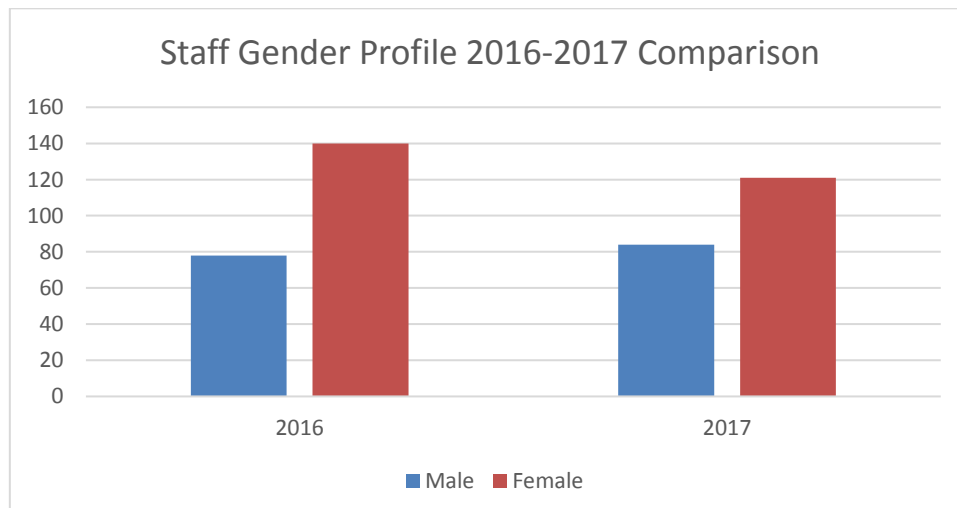
There is a continued trend with a large proportion of the workforce being female. There has however been a small decrease in the number of female staff in 2017 compared to 2016, whilst the number of male employees has increased when we compare 2016 with 2017.

This profile is in line with the current sector average with the AOC reporting in March 2017 that 63% of College employees in England are female and 36% are male.

Ethnicity
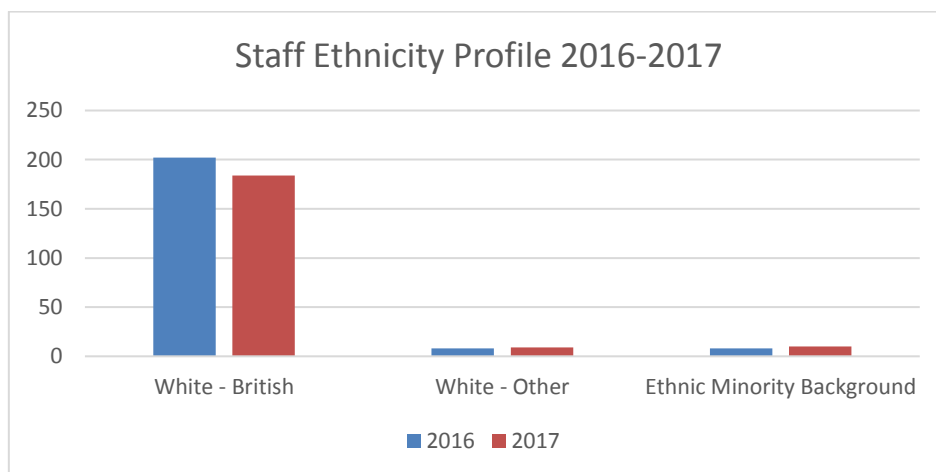
This profile is reflective of the demographics within the Stratford-upon-Avon area as detailed within the 2011 census. The College uses a range of nationwide publications to advertise all vacancies, as appose to using solely local publications to assist with widening the pool of potential employees. This approach has encouraged diversity within the College, and is demonstrated by the increased number of staff from Ethnic Minority Backgrounds from 3.5% in 2016 to 5% in 2017.

7. **Equality and Diversity, British Values and Prevent Agenda Staff Training 2015-17**

There have been a series of different ways to deliver equality and diversity training over the last 2 years. This report outlines the method of training and how many staff members received it. It includes the delivery of mental health training, which comes under the protected characteristic of learning difficulty/disability and Prevent Agenda Training.

Training Method	Dates of Training	Number of staff trained to date
Equality, Diversity and British Values Awareness Training	2015-16	93
Project Argus Training	February 2016	12
Project Griffin Training	July 2016	108

Mental Health Awareness (Psychosis in young people) Training	November 2015	20
Prevent Agenda Training	February 2016-April 2016	68
Self-Harm Awareness Training	2015-16	86
Induction to Safeguarding, Prevent, Equality and Diversity, British Values	Every Tuesday Afternoon Rolling Programme	Every New Member of Staff
Safeguarding training	April – July 2017	75 to date

8. **Equality Objectives 2016-2020**

Stratford-upon-Avon College's Equality Objectives bring clarity and transparency to the outcomes our organisation is working towards. The objectives set demonstrate how we aim to advance in equality and diversity and the outcomes are specifically designed to address one or more of the aims of the general duties.

Changes to leadership and management in relation to Equality & Diversity processes and impact analysis has prompted a more in-depth review of current practice. In line with this, it is recommended that the Equality Objectives are revisited to ensure targets are appropriate and SMART. Data collated on the impact of objectives will be reported on through the Equality & Diversity Annual Report.

The table below shows progress made to date:

Equality Objectives 2016-2020

Objective		Protected Characteristics	Progress
1	Engender a pro-active culture that respects, values and celebrates the individuality of all learners and staff and increase the percentage of students saying that they feel that the College promotes equality and diversity from 94% to 98%	Age, disability, sexual reassignment, race, religion or belief, gender, sexual orientation, marriage and civil partnership, pregnancy and maternity	Partly achieved through promotions within college and visiting speakers

2	Increase the percentage of lesson observations that 'are exemplary' for embedding equality and diversity to 95% by 2020.	Age, disability, sexual reassignment, race, religion or belief, gender, sexual orientation, marriage and civil partnership, pregnancy and maternity	Director of Curriculum to confirm
3	Increase recruitment of females on Engineering programmes by 5% in the next 4 years.	Gender	To be confirmed
4	Continue to train staff on equality, diversity and British Values to ensure they are clearly embedded into the curriculum over the next 4 years.	Age, disability, sexual reassignment, race, religion or belief, gender, sexual orientation, marriage and civil partnership, pregnancy and maternity	Partial achievement. All staff receive E&D training during their induction. Other training is ongoing.
5	Advancing understanding between different groups, for example promoting understanding about mental health difficulties or transgender awareness through the College's e-newsletter and increase sign up to over 100 by 2020.	Age, disability, sexual reassignment, race, religion or belief, gender, sexual orientation, marriage and civil partnership, pregnancy and maternity	Partial achievement through health and diversity awareness campaigns. College E&D newsletter to be reinstated.

8.1 Recommendation

In light of the information included in this report further equality objectives need to be adopted.

i. Ensure there are no achievement gaps in headline achievement rates between different groups of students both classroom based and work based.
ii. Ensure that student satisfaction rates are as high for students with protected characteristics as those without.

9. **Impact on learners**

The results of this report indicate that further exploration and actions implemented into the achievement gap between learners who have declared a learning difficulty and/or disability to those who have not and for apprenticeships relating to the age of learners.

10. **Conclusion and Communication**

It is requested that the contents of this report be noted by the Board and the results of this report will be disseminated to all the Heads of Department

Appendix 1 – Student breakdown by declared disability or learning difficulty

Students by Disability	14-16	%	Apprenticeships	%	FT EFA/SFA/Loan	%	HE	%	Part-Time	%	Total Students	Total % of Students
01 - Visual impairment		0%		0%	11	1%	1	1%	3	0%	15	0%
02 - Hearing impairment		0%	1	0%	12	1%	1	1%	10	1%	24	1%
03 - Disability affecting mobility		0%		0%	7	1%	1	1%	9	1%	17	0%
04 - Other physical disability		0%		0%	13	1%	1	1%	2	0%	16	0%
05 - Other medical condition (e.g. epilepsy, asthma, diabetes)		0%	1	0%	42	3%	3	3%	21	1%	68	2%
06 - Emotional/behavioural difficulties	2	6%		0%	15	1%	1	1%	3	0%	21	1%
07 - Mental health difficulty	1	3%	1	0%	44	3%	2	2%	13	1%	61	2%
10 - Aspergers syndrome		0%	3	1%	21	2%	1	1%	1	0%	26	1%
90 - Multiple disabilities	1	3%	2	1%	17	1%		0%	3	0%	23	1%
97 - other		0%	4	1%	26	2%	4	4%	13	1%	47	1%
98 - no disability	9	26%	241	83%	885	64%	92	81%	1193	74%	2465	71%
99 - Not known/information not provided	21	62%	38	13%	291	21%	6	5%	345	21%	706	20%
Grand Total	34	100%	291	100%	1387	100%	114	100%	1616	100%	3493	100%

Students by Learning Difficulty	14-16	%	Apprenticeships	%	FT EFA/SFA/Loan	%	HE	%	Part-Time	%	Total Students	Total % of Students
01 - Moderate learning difficulty	4	12%	2	1%	34	2%		0%	7	0%	47	1%
02 - Severe learning difficulty		0%		0%	1	0%		0%	9	1%	10	0%
10 - Dyslexia	1	3%	32	11%	131	9%	9	8%	56	3%	229	7%
11 - Dyscalculia		0%		0%	7	1%	1	1%	7	0%	15	0%
19 - Other specific learning difficulty		0%	1	0%	16	1%		0%	2	0%	19	1%
20 - Autism spectrum disorder	1	3%	5	2%	31	2%		0%	4	0%	41	1%
90 - Multiple learning difficulties	1	3%	1	0%	9	1%		0%	1	0%	12	0%
97 - Other		0%	4	1%	38	3%		0%	8	1%	50	1%
98 - No learning difficulty	6	18%	209	72%	841	61%	98	86%	1177	73%	2377	68%
99 - Not known/information not provided	21	62%	37	13%	279	20%	6	5%	345	21%	693	20%
Grand Total	34	100%	291	100%	1387	100%	114	100%	1616	100%	3493	100%

STUDENT SERVICES

STRATFORD-UPON-AVON COLLEGE

EQUALITY INFORMATION AND IMPACT MEASURES 2014- 2016

STUDENT SERVICES

Stratford-upon-Avon College

Contents

Introduction from the Principal

Stratford-upon-Avon College's Equality Information and Objectives encapsulate the whole College approach to Equality and Diversity. The College will promote equal opportunities regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation, in the delivery of its services and employment of staff. The College is committed to ensuring equality in its service provision and in its responsibility as an employer. This report sets out how we intend to reinforce this commitment. Each set of objectives within the plan will be delivered through a series of underpinning action plans.

Nicola Mannock
Stratford upon Avon College Principal

Vision and Mission

Stratford-upon-Avon College's vision is to be an outstanding, responsive and thriving College. Its mission is to work collaboratively to inspire learners to develop their full potential and generate economic success. It is an open and welcoming college, where equality and diversity is celebrated and promoted, and discrimination challenged. Equality is ensuring individuals, or groups of individuals, are treated fairly and equally, in accordance with the Equality Act 2010 and the 9 Protected Characteristics. Staff and students are encouraged to flourish at the College, and be aware that they have a fair and equal chance at succeeding in their chosen subjects. Through our Equality and Diversity Policy and Equality and Diversity Impact Measures, we work with learners across the College and beyond to not only deliver our statutory responsibilities, but to surpass them.

Aims - Advancing Equality of Opportunity

As a College, we wish to provide a broad, responsive and accessible curriculum that meets the needs and abilities of our diverse learners. This is key to the requirements of the Strategic Priorities and Operational Plan 2015, where the Key Performance Indicators inform the College's Equality Objectives.

We aim to create a diverse culture and adhere to the Public Sector Equality Duties 2011, which are to:

- Eliminate unlawful discrimination and harassment
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

The data collated and published contains both quantitative and qualitative data, and considers how we are meeting the aims of the general and specific duties. Progress and performance is reported through a variety of means:

- Termly Equality and Diversity Report
- Annual Equality and Diversity Policy
- Annual Equality and Diversity Strategy
- Annual Equality and Diversity Impact Measures

Equality Information

Key Judgements and Impact Measures 2014-15

Common Inspection Framework Judgement	Key Judgement/Impact Measure	Characteristic
Learners make progress during their programme compared with their starting points, in particular attention to progress by different groups of learners.	There are no concerns relating to achievement gaps for BME (Black Minority Ethnic) learners. 16-18 learners from BME succeeded higher than White British by 5.1% for 2014-15, as BME learners success rates are 79.9% compared to WB which is 74.8% (See appendix 1)	BME
There are any significant variations in the achievement of different groups of learners.	There has been a consistent trend for BME succeeding higher than WB for the last 2 years. (See appendix 1)	BME
Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can.	The retention rate for learners who declared a (LDD) Learning Difficulty or Disability in 2014-15 was 87%.	LDD
Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special education needs.	The success rate for 16-18 learners who declared an LDD in 2014-15 is 74.9%, which is equal to the overall success rate of the College, which is 74.9%. (See appendix 2)	LDD
Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable	The success rate for 19+ learners who declared an LDD is 89.6% and those who did not declare is 89.9%, a marginal gap of 0.3%. (See appendix 2a)	LDD

adjustments for disabled learners or those with special education needs.		
There are any significant variations in the achievement of different groups of learners.	19+ learner's success rates for both genders are very good. Female success rates are 90.9% and for males, the success rates are 85.8%. For 16-18 female learners, the success rate is 76.4%, which is 1.5% above the College overall success rate. Male success rates for 16-18 learners are slightly under the overall College success rate by 1.3%. (See appendix 3)	Gender
There are any significant variations in the achievement of different groups of learners.	In Apprenticeships the success rates of males has decreased by 7.2% however female success rates have risen by 5.9% (See appendix 4)	Gender
Across the provider and in different types of provision, including subcontracted provision, current learners make substantial and sustained progress from their different starting points.	In Apprenticeships it can be seen that there has been a decline in success rates for 16-18 Apprentices. However, there has been a vast increase in success rates for 24+ Apprentices of 44.7% from 2013-14 to 2014-15. (See appendix 5)	Age
Learners make progress during their programme compared with their starting points, in particular attention to progress by different groups of learners.	Retention levels were 91% of those learners accessing the bursary in 2014-15.	Disadvantaged Learners
Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.	91% of outstanding teachers had positive comments regarding the equality & diversity content of their teaching June 2015.	All
Leaders promote equality of opportunity and diversity, resulting in a positive learning environment. Staff and learners work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour and British values are promoted actively.	There are 85 subscribers to the College's equality and diversity e-newsletter, which is distributed monthly.\n\n49 staff members have received British Values Overview Briefing	All
The providers' open culture actively promotes all aspects of learners' welfare\n\nThe personal and social development of learners equips them to be thoughtful, caring and active citizens.	In the 2014 QDP Induction Survey, 94% of students said that they feel that the College promotes equality and diversity in 2014-15, compared to 84% in 2013-14, an increase of 10%.	All

Key Judgements 2015-16

Key Judgement- Staff and Students	Characteristic
There has been an increase in BME students, from 2014-15 to 2015-16 by 5.52% (See appendices 6 and 7)	BME
The BME population at the College is higher than the BME population of the local area by 8.6% (According to the 2011 Census- See appendices 6 and 7)	BME
There has been an increase of 4% of Business Support Staff with a declared Learning Disability and a 1.5% increase in Lecturing Staff, who have declared a Learning Disability from 2014-15 to 2015-16. (See appendices 6 and 7)	LDD Staff
There has been a 10% increase in female Governors from 2014-15 to 2015-16. (See appendices 6 and 7)	Gender

Equality and Diversity Information (Qualitative)

Ofsted Inspection Report 2015 Equality and Diversity Findings- The effectiveness of leadership and management

'Staff provide an inclusive and welcoming environment for learners. The lead person for equality and diversity and the team of Equality Champions have developed a wide range of high-quality learning materials relating to these two topics and provide good support to help teachers improve their classroom practice. Managers' annual report on equality and diversity matters is informative and includes a detailed action plan which managers monitor carefully. All staff receive regular updating on equality and diversity. Managers analyse learners' outcomes in detail in order to identify gaps in performance for different groups and the reasons why they exist.'

- There are a team of Equality and Diversity Champions Team, who meet termly, to discuss ideas and concerns regarding the promotion of equality and diversity across the College and in the curriculum.
- An Equality and Diversity 'Button' has been set up on the College Desk Top, which is used to report any E&D related incidents, and suggest and highlight and E&D ideas and stories.
- Equality and Diversity Committee reports to the Executive Committee and makes recommendations on issues relating to the College's policy and practice relating to equality & diversity. In particular the Committee:
  - Reviews and makes recommendations to equality & diversity policies
  - Reviews and responds to data relating to enrolment, retention, achievement, success, progression and student satisfaction and the 9 protected characteristics
  - Identifies any causes for concern, sets action plans for improvement and monitors progress
  - Receive reports from the named person for disability relating to current practice, issues and support
  - Reviews the College's ALS provision and its' impact
  - Contributes to future planning of equality and diversity across the College and monitors progress
  - Raises awareness of equality & diversity and informs staff development
  - Reviews the College's practice & procedure for the recruitment and continued employment of staff in relation to the College's commitment to be an Equal Opportunities Employer
- Developments have included a compulsory induction within the first couple of days of entering employment with the College- the induction covers an introduction to equality and diversity and safeguarding, with an invitation to complete a 90 minute free on-line equality and diversity staff tool kit and to join the College's equality and diversity e-newsletter.

- Staff and students partake in events which address E&D issues, for example the Performing Arts students performed the 'MOBO Awards' and 'The Curious Incident of the Dog in the Night Time.' These are promoted through the E&D Blog and E-Newsletter.
- Tutorials on Equality and Diversity are a mandatory activity. The Student Services team annually attends approximately 50 tutorials to promote awareness of E&D, the 9 Protected Characteristics, The Equality Act 2010, and discusses with students the importance of using non-discriminatory language, demonstrating professionalism in language and conduct, as well as promoting respect for equality and diversity.
- Staff can sign up to complete a 90 minute On Line Training Tool Kit. Staff receive a certificate on completion have giving positive feedback on the course- 'I did this training and found it useful and informative. It certainly made me think about a few things and introduced me to a few ideas that I hadn't previously considered.' Comment made by Business Lecturer January 2015. 32 staff members have begun the training since December 2014 and 23 have completed.
- E&D Staff Training Resources are available on the College Staff Intranet and in paper version from Student Services. The resources include:
  - E&D Training Video has been created by a group of E&D Champions and will be delivered through training in 2015 and available on line. Training is being delivered in twilight sessions throughout the academic year.
  - Presentations on delivering E&D Awareness
  - Guides- 3 Comprehensive Guides are available on the staff intranet, focussing on how to embed E&D and British Values into the Curriculum
  - Annual E&D event calendar
  - Tackling the use of homophobic language
- College Inclusion Charter- the Principal has signed the College Inclusion Charter which is a charter to outline the College's ambition to provide outstanding teaching and learning and that we recognise the rights and needs of learners with Learning Difficulties/Disabilities.
- The Additional Learning Support Team is involved in the development of the Local Educational Offer for students aged 16-25 with SEND. The College works with the Local County Councils in the development of the Local Offer.
- The Lead on Promotion of Equality and Diversity, the Student Services Manager, completes the annual Equality and Diversity Impact Measures and reports, which measure progression and analyses targets set for Equality within the College.
- Community links with a local Lesbian, Gay, Bisexual and Transgender Group (LGBT), 'Push Project', has resulted in them setting up a weekly support group within the College. This takes place in the evenings and is a community project.
- 'Be Kind to your Mind Week' is celebrated each year, and external organisations, such as MIND, Compass, Doorway, Young Carers and the NHS team are invited in to promote their organisations. This is held in conjunction with Depression Awareness Week in May.
- Close links with local homeless organisations- Bromford Housing, Doorway and Night Stop. Students have been given referrals and the Safeguarding team have had training from all of these originations to promote awareness of referrals procedures.
- Food bank vouchers are now available- students are able to access these if required, through the College's links with local Food Bank Organisations.
- The College has a Multi Faith and Reflection Room, which students and staff are welcome to access.

Embedding British Values

In line with the statutory duties which are in effect for colleges and education providers, the college has a duty to promote British Values.

- Twilight Training Sessions on embedding Equality, Diversity and British Values are held throughout the academic year and induction training is offered within each new staff member's first week within the organisation.
- The Lead on promotion on equality and diversity is promoting British Values, a briefing overview with staff, and has currently delivered this to 49 staff members this academic year- both Academic and Business Support staff.
- Resources have been created to offer awareness for staff regarding embedding British Values- a Cross College Approach, such as a power point presentation, guideline booklet.
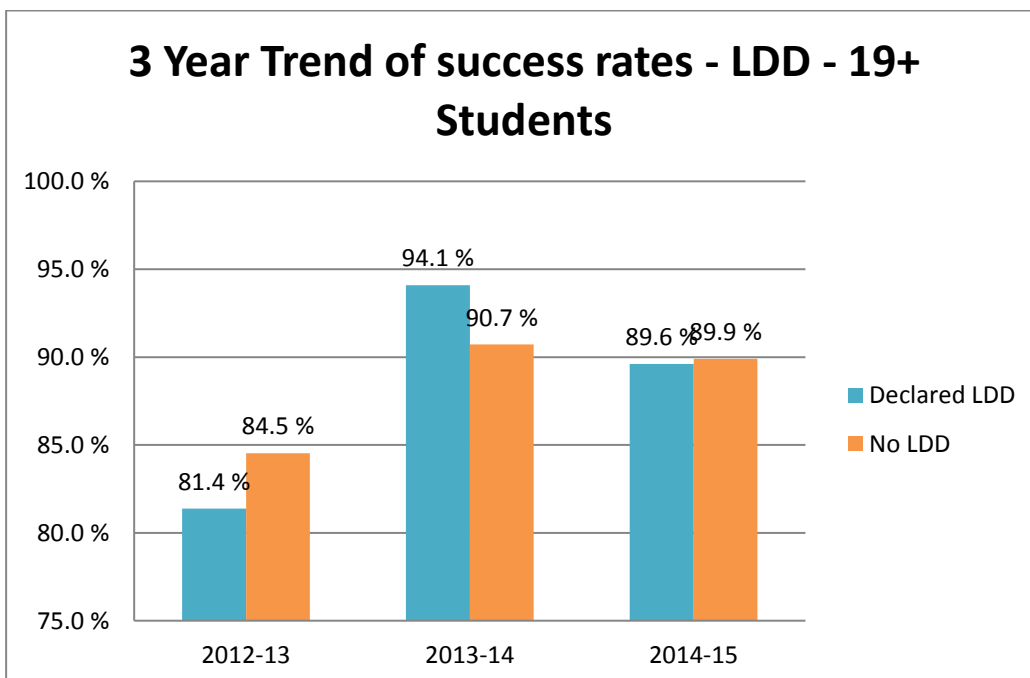

Appendices

Appendix 1- Classroom based- 3 Year Trend of success rates BME and WB 16-18 year olds
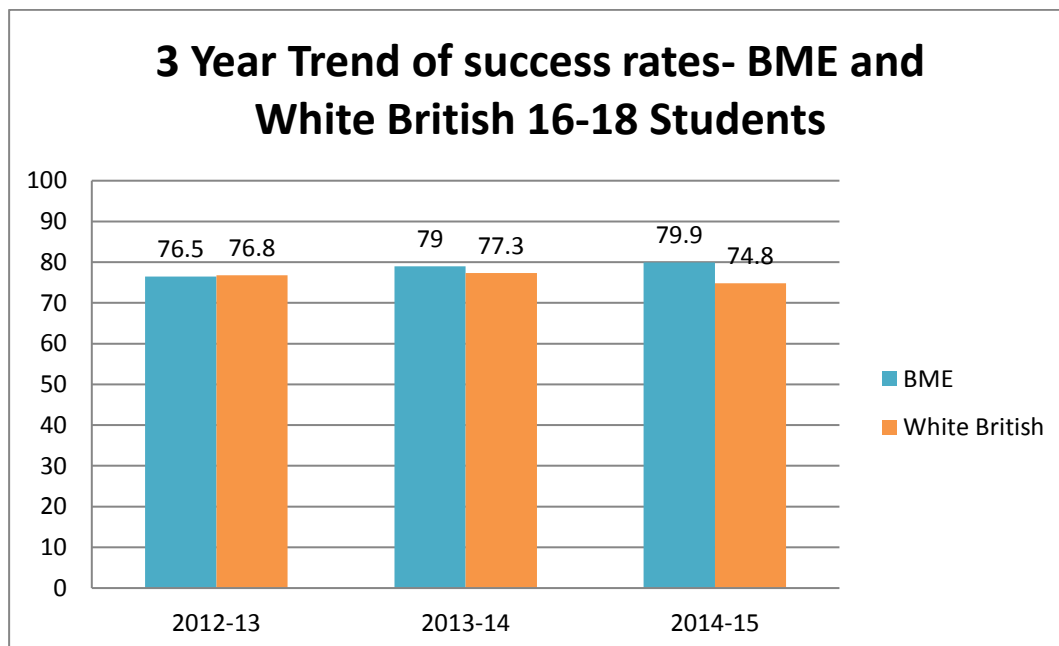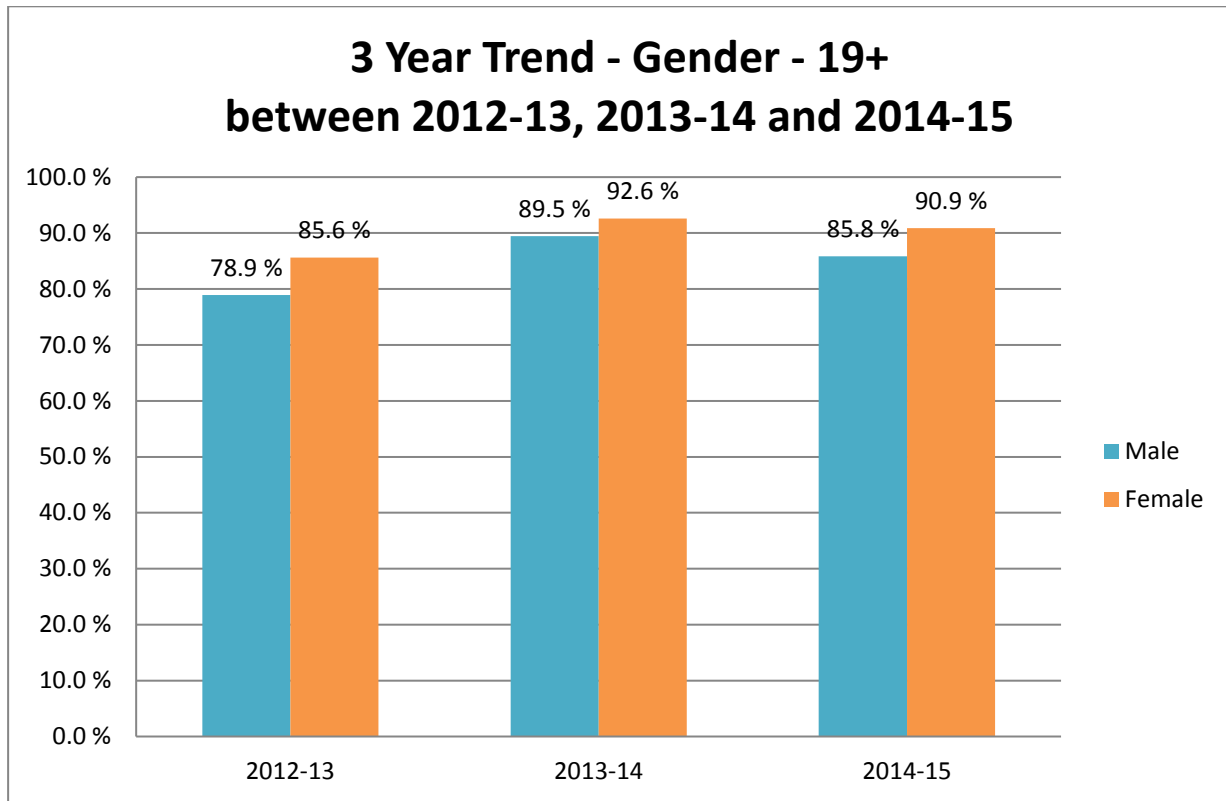
Appendix 2 – Classroom Based – 3 Year Trend of success rates of 16-18 Learners with LDD compared to those who did not declare an LDD
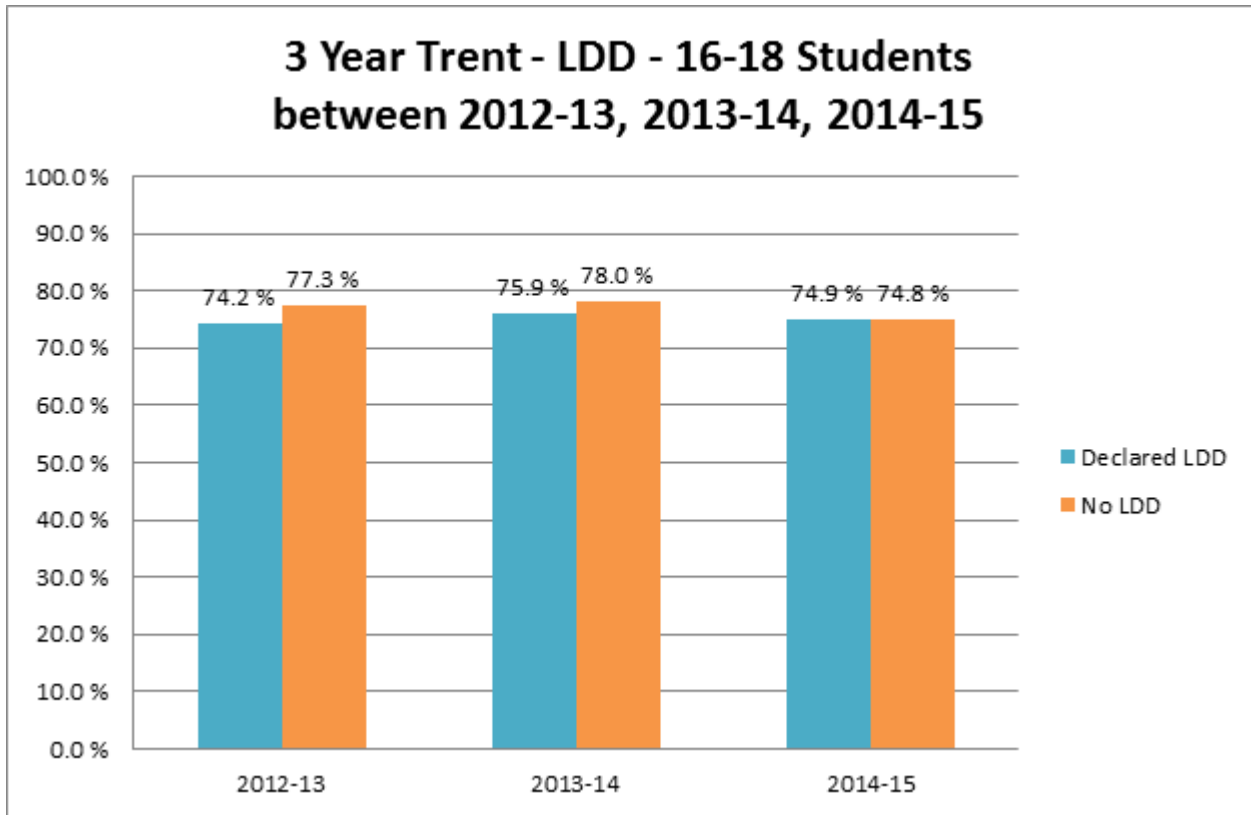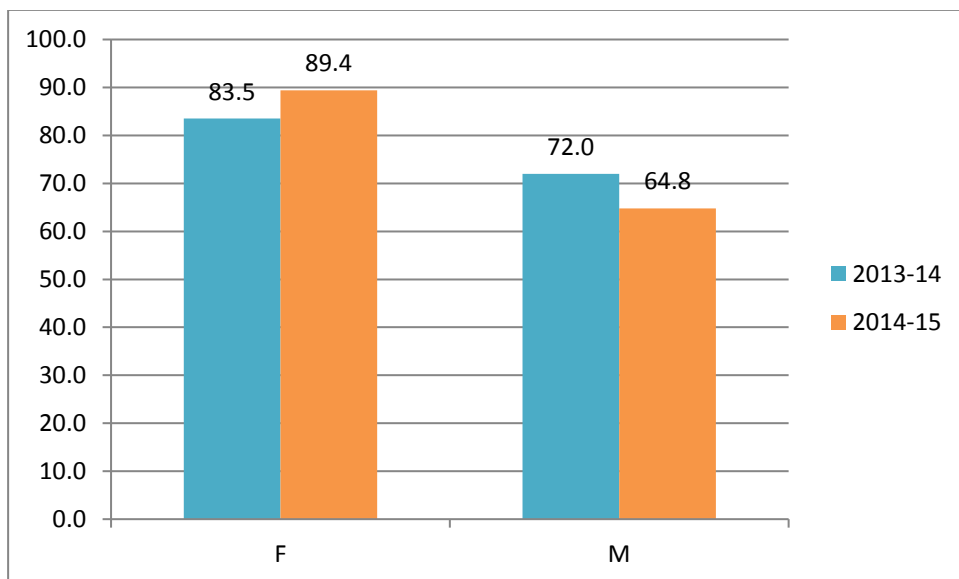

Appendix 2a – Classroom Based – 3 Year Trend of success rates of 19+ Learners with LDD compared to those who did not declare an LDD

Appendix 3 – Classroom Based- 3 Year Trend Gender 19+ Learners

**3 Year Trend - Gender - 19+
between 2012-13, 2013-14 and 2014-15**

	2012-13	2013-14	2014-15
Male	78.9 %	89.5 %	85.8 %
Female	85.6 %	92.6 %	90.9 %

Appendix 4 – Apprenticeships - Comparison of Female and Male success rates 2013-14 and 2014-15

	F	M
2013-14	83.5	72.0
2014-15	89.4	64.8

Appendix 5 – Apprenticeships - A comparison of success rates based on Age

Bar chart comparing apprenticeship success rates by age group:

Age group	2013-14	2014-15
16 - 18	81.1	61.5
19 - 23	75.0	80.0
24+	43.8	88.5
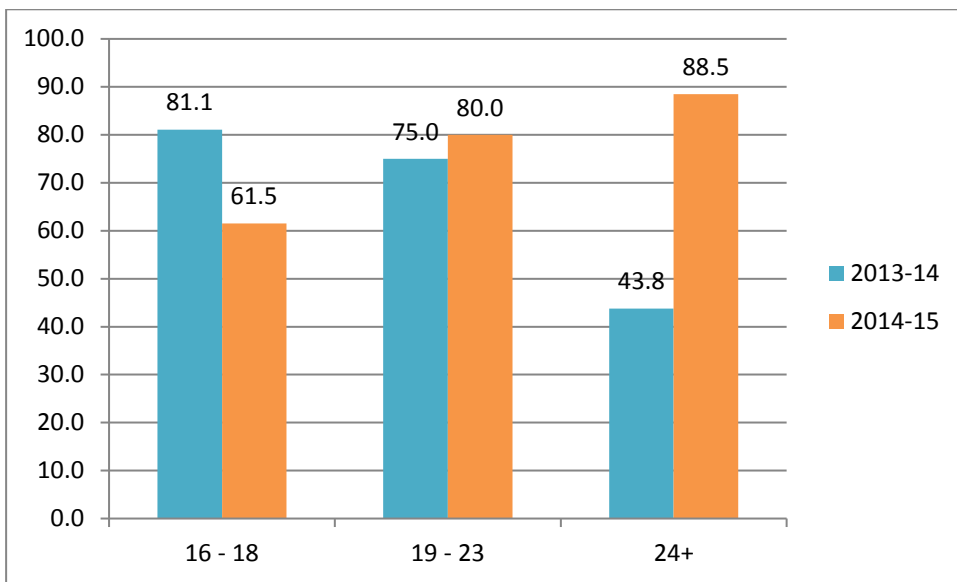
Appendix 6 - Comparison of staff and students on the characteristics measured- ethnicity, gender, learning difficulty and disability 2014-15

Characteristic	Business Support Staff	Lecturing Staff	Governors	Students	Population of Stratford-upon-Avon
Ethnicity	95% White British 5% BME	90% White British 10% BME	89% White British 11% BME	90.9% White British 9.08% BME	94% White British 6% BME (2011 Census Stratford – upon-Avon)
Gender	70% Female 30% Male	52% Female 48% Male	44% Female 56% Male	55.4% Female 42.7% Male	59% female 41% male (2011 Census Stratford – upon-Avon)
Learning Difficulty/ Disability	4% Disability 95% No Disability 1% unknown	6% Disability 94% No Disability	100% Unknown	8.2% Learning Disability 91.8% No Learning Disability 11.1% Learning Difficulty 88.9% No Learning Difficulty	3% LDD 97% No LDD (Department for Work and Pensions May 2011)

Appendix 7 - Comparison of staff and students on the characteristics measured- ethnicity, gender, learning difficulty and disability 2015-16

Characteristic	Business Support Staff	Lecturing Staff	Governors	Students	Population of Stratford-upon-Avon
Ethnicity	95% White British 5% BME	90% White British 10% BME	Board 100% White British One co-opted Committee Member BME	85.4% White British 14.6% BME	94% White British 6% BME (2011 Census Stratford – upon-Avon)
Gender	70% Female 30% Male	50% Female 50% Male	54% Female 46% Male	50% Female 50% Male	59% female 41% male (2011 Census Stratford – upon-Avon)
Learning Difficulty/ Disability	8% Disability 91% No Disability 1% unknown	7.5% Disability 91.5% No Disability 1% unknown	100% unknown	Learning Disability 12.7% No Learning Disability 87.3% Learning Difficulty 14.2% No Learning Difficulty 85.8%	3% LDD 97% No LDD (Department for Work and Pensions May 2011)

Stratford-upon-Avon College Equality and Diversity Policy

Policy Aim

Stratford-upon-Avon College is an open and welcoming college, where equality and diversity is celebrated and promoted, and discrimination challenged. Equality is ensuring individuals, or groups of individuals, are treated fairly and equally, in accordance with the Equality Act 2010 and the 9 Protected Characteristics. Staff and students are encouraged to flourish at the College, and be aware that they have a fair and equal chance at succeeding in their chosen subjects. The College's mission is to inspire all learners to develop their full potential and generate economic success. As a College, we aim to provide a broad, responsive and accessible environment that meets the needs and abilities of our diverse learners.

The College has an expectation that all learners, customers, staff, governors, subcontractors, partners and other stakeholders behave in a way which makes other people feel accepted, comfortable and safe. This applies in all College environments and through learning in all its contexts. The Corporation will endeavour to ensure that all who can benefit can access its education, training and associated services.

Policy Statements

We aim to create a diverse culture and adhere to the Public Sector Equality Duties 2011, which are to:
- Eliminate unlawful discrimination and harassment
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

The College's priorities for Equality and Diversity are:

1. Advancing and celebrating Equality and Diversity
2. Measuring the impact of the College activity relating to Equality and Diversity and reporting on progress annually
3. Providing training and information for the College community, linked to national standards where appropriate
4. Recruit a candidate on the basis of their ability to carry out the duties of the post successfully
5. Provide equal access to further professional development and training appropriate to their employment and to the Corporation's work and activities
6. Record and monitor the Equality and Diversity professional development and training it provides
7. Offer any opportunities to progress within the Corporation openly and equally to all
8. Anyone making a complaint should address their comments to the Principal or to the Clerk of the Corporation who will ensure a prompt and careful investigation
9. To expect all employees to:-
    a) Be familiar with the Equality and Diversity Impact Measures and the arrangements to effect it
    b) Be active and vigilant in discouraging discrimination
    c) Address equal opportunity issues constructively and in mutually supportive ways
    d) Assist College Managers, consulting with external agencies as appropriate, to establish and implement appropriate systems and structures to support this policy

Responsibility for Equality and Diversity

The College will fulfil its duties under equality legislation. It is the Corporation's responsibility to ensure that the College:

- Publishes and monitors the College Equality Objectives
- Eliminates unlawful discrimination, bullying and harassment
- Advances equality of opportunity
- Fosters good relations

Everyone involved in the life of the College has the responsibility to:

- Speak out, or report if they witness or are aware of bullying, vindictiveness, verbal or physical aggression
- Familiarise themselves with the responsibilities that equalities legislation places on them

Certain individuals have additional responsibilities:

- The governors are responsible for setting the policy and monitoring its implementation and impact
- The Principal and the Chief Executive have overall responsibility for the operation of the policy
- The Student Services Manager is responsible for monitoring this policy and will provide regular reports to the Senior Management Team and Corporation Board as appropriate. This Policy will be reviewed on an annual basis
- The Senior Management Team are responsible for ensuring the college works meet the needs of learners and monitors the impact of Equality and Diversity action
- The Equality and Diversity Committee is responsible for monitoring the implementation of the college's Equality and Diversity Policy and Equality Information, reporting to governors and monitoring and reporting on progress of action to address identified barriers and equality gaps
- All managers are responsible for promoting Equality and Diversity in their specific areas and ensure all staff have access to Equality and Diversity training and development
- All employees are to indicate their commitment to Equality and Diversity on appointment
- All students to indicate their commitment to Equality and Diversity

Monitoring and Evaluation

To monitor the impact of its action to advance Equality and Diversity the College will use:

- Learner data, for example, retention & achievement and success data to ensure that prompt action is taken to act on any achievement gaps that occur
- Learner, staff, employer, subcontractors, partners and other stakeholders feedback using a variety of consultation mechanisms including learner groups, surveys and other consultation events
- Complaints, allegations and outcomes of discrimination and harassment cases

Approval

Approved by the College Senior Management Team

Signed:

Date: