



Strode's College

Equality Information - January 2016

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Alternative Formats

If you require this document in a different format, please contact Jackie Perry, Principal's PA, at the College.

Foreword

Strode's College welcomes the opportunities provided by the 2010 Equality Act. This paper shows how we are meeting the general public equality duty to give due regard to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations

The specific duties of the Equality Act 2010 requires us to publish, on an annual basis, the information that we used to show how we are meeting the general public duty, and our progress in meeting our equality objectives.

The data in this paper relates to the 2014/2015 academic year unless otherwise stated. Please note this data does not include Adult Learning Sessional Staff.

The specific duties of the Equality Act 2010 also require us to publish, at least every four years, equality objectives. These can be found within the Equality and Diversity objectives and action plan published on the College website.

Rowan Cookson
Principal

Section 1: Staff Information

1.1. Information related to protected characteristics

Strode's College collects data about its staff on the following 'Protected Characteristics':

- Age
- Disability
- Ethnicity/Race
- Gender
- Maternity and Paternity

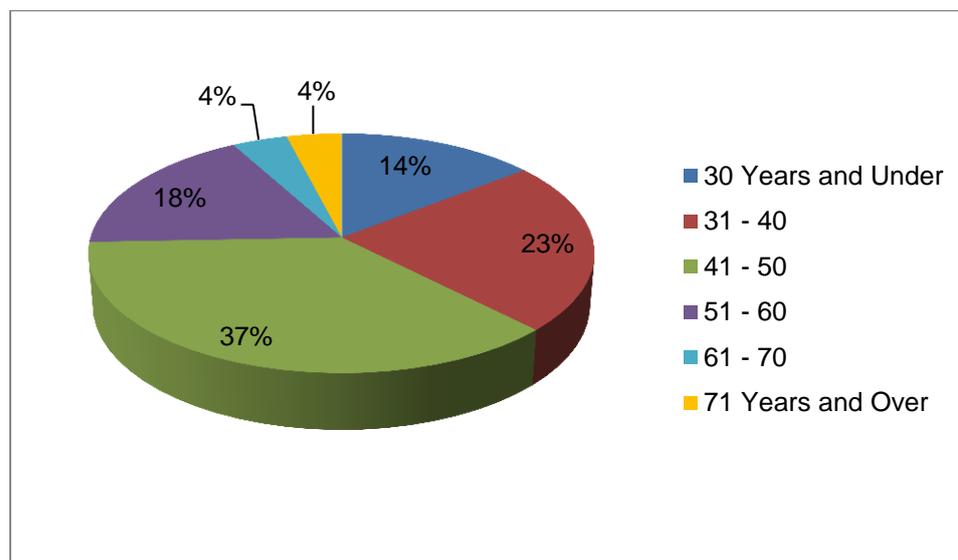
We do not currently collect data relating to Religion and Belief, Gender Reassignment, Marriage and Civil Partnership or Sexual Orientation.

The following figures are based on the Staff Information Records of staff employed at the College on 1 August 2015 unless otherwise stated.

Age

Compared to 1 August 2014, the overall number of staff has reduced by 21% to 125 staff. The mix of ages across the bands is broadly similar to the prior year; the median age has dropped by one year to 44.

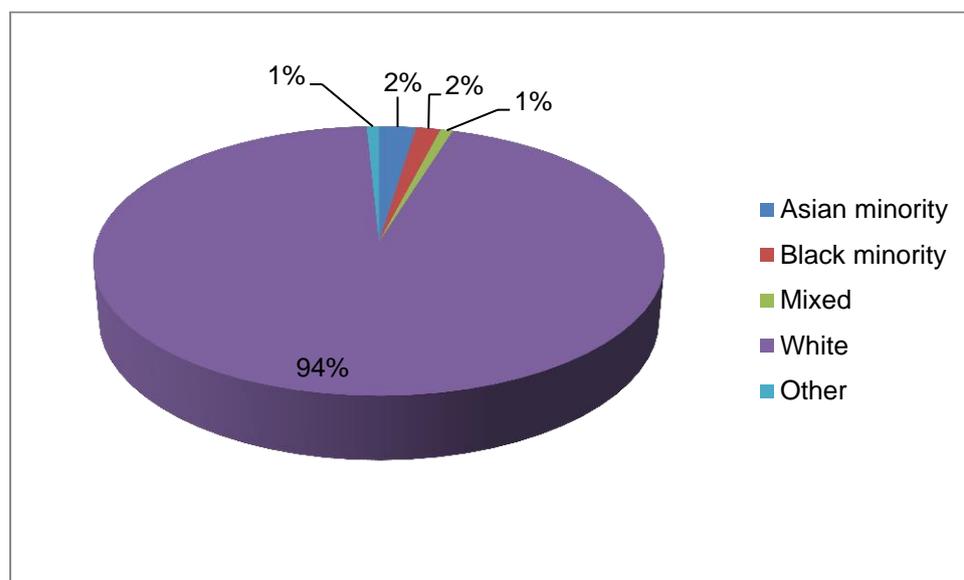
Figure I: Percentage breakdown of staff by age



Ethnicity/race

This distribution is broadly similar to the prior year, with the percentage of white staff remaining at 94%. The student distribution is 84% white and 15% minority ethnic and mixed groups (1% not known). This disparity is directly addressed in the College's Equality Objectives and action plan in which Objective 4 states that 'The Diversity of our staff should reflect that of our student body'.

Figure II: Percentage breakdown of staff by ethnicity



Disability

No Disability 93% Disability 7%

'Disability' covers a wide range of disabilities and learning needs and is based on self-declaration. The percentage of staff with a self-declared disability is slightly less than the student figure of 10% but is higher than the average for the Further Education workforce nationally which is 4.4%.

Gender

Figure III: Gender balance of staff

All current staff			
Female	64%	Male	36%
Support staff			
Female	59%	Male	41%
Teaching staff			
Female	67%	Male	33%
Senior management			
Female	100%	Male	0%

The gender balance of the College staff (at 64% female overall) is in line with the national FE workforce of 63.3% women among all staff. Analysis of gender is dealt with in more detail in *1.2 Workforce Representation*.

Maternity and paternity

Figure IV: Maternity and paternity status January 2015 to December 2015

	No. of staff	Returned on same contracted hours 2014-15	Returned reduced hours 2014-15	Not yet returned	Left in 2014-15
Teaching staff	6	4	1	1	1*
Support Staff	1	1			

*Returned to work, subsequently resigned to work elsewhere.

Other protected characteristics

As noted above the College does not currently collect data relating to Religion and Belief, Gender Reassignment, Marriage and Civil Partnership or Sexual Orientation. The College will offer support to staff undergoing gender reassignment and is reviewing the need to collect data on Religion and Belief, in order to assess whether the staff body is an adequate reflection of the student body in this regard.

1.2 Workforce representation

As at 1 August 2015, the College workforce is 64% Female, 36% Male. The proportion of Female staff has increased slightly since the last report when it was 63% Female and 37% Male. The gender balance of the student body is 55% female.

In 2014/15 the Senior Leadership Team comprised 3 females and 1 male. From 1 September 2015 due to staff changes, the Senior Leadership Team comprised 4 females and no males. As at 1 August 2015 the Joint Leadership Team (Senior Leadership Team and senior managers) consisted of 7 females and 3 males. From 1 September 2015 the Joint Leadership Team comprised 6 females and 1 male.

Females are underrepresented within the Estates & Security team; however there is a more equal gender balance within Information Systems than at the same point in the previous year.

Males are underrepresented in the Guidance and Student Services teams which include Admissions, Careers, and Support for Learning. However, there is a balance of genders in the Tutor Team (17 staff).

Staff from Black minority ethnic backgrounds are well represented throughout the College staff at all levels with 2% compared to a student population of 1%. Although increased by 1% this year, staff from Asian minority ethnic backgrounds are underrepresented throughout the College staff at all levels with 2% compared to a student population of 6%. This equates to a difference of 6 staff members. Similarly, staff of a mixed ethnic group are underrepresented at 1% compared to the student body proportion of 7%. These issues are directly addressed in the College's Equality Objectives and action plan.

The proportion of staff with a self-declared disability in 2014/15 was fairly close to that of students (7% of staff and 10% of students) but is higher than the Further Education average of 4.4% (2013-14 SIR data).

1.3 Gender pay gap information

Figure V: The difference between the average hourly earnings of men and women as at January 2016

Staff	% Difference
All staff	Females earn 2% more
Support staff	Females earn 8% more
Teaching staff	Females earn 2% more
Senior Leadership Team	n/a – all female

The current position as at January 2016 is that the average hourly earnings of female staff at the College are 2% higher than male staff. Excluding the Senior Leadership Team who are all female, the average hourly earnings of female support staff are 8% higher than male support staff, and the average hourly earnings of female teaching staff are 2% higher than male teaching staff.

The biggest disparity is within female support staff as there are many more female support staff in the mid salary range compared to male support staff, where there is a preponderance of lower paid staff. 69% of male support staff earn less than the mean average for support staff, compared with only 55% of female support staff.

The median hourly earnings of male and female teachers as at January 2016 is exactly the same. For support staff, the gender pay gap is wider for median hourly earnings than mean average, with females earning 22% more than males on this basis. This is because there are a significant number of males on an earnings level that is lower than mean average (and the mean average overall is increased by a small number of higher-earning males).

1.4 Additional allowances

We have only one male member of staff receiving an additional allowance relating to a specific additional responsibility.

1.5 Internal promotion

Figure VI: Staff promotions, including temporary promotions

	Males promotions Jan-Dec 2015	Females promotions Jan-Dec 2015
Teachers	1	7
Support staff	3	3
	Males promotions Jan-Dec 2014	Females promotions Jan-Dec 2014
Teachers	2	1
Support staff	0	1

Some of the above are temporary promotions for up to one year.

The College promoted three senior managers into acting senior leadership roles for one year in 2015. These are included in the teachers' promotion numbers. Within female teaching promotions, two female staff were promoted twice within the period and are therefore counted twice. (The number of females promoted within teaching staff was therefore 5.)

Information relating to age, disability and ethnicity has not been published for data protection reasons.

1.6 Grievance, disciplinary and dismissal

Figure VII:

January – December 2015	Female	Male
Grievance*	1	0
Disciplinary – Conduct*	1	1
Disciplinary – Capability	0	0
Dismissal	0	0

*One employee appears in both categories.

Detailed information related to capability has not been published for data protection reasons.

1.7 Redundancy

Information relating to this has not been published for data protection reasons.

1.8 Training and development

Internal training provided by the College and external training opportunities are available and accessible to all staff. The College does not currently collect equality and diversity data relating to training participation.

1.9 Staff recruitment

This data relates to appointments from January 2015 to December 2015, covering 18 appointments and 132 applications. The College's recruitment processes are carefully devised to ensure that inadvertent discrimination is minimised as candidates are shortlisted without information on protected characteristics being available. However, in the light of the data below, the College will review its processes at interview and appointment to address any emerging issues regarding recruitment by gender, ethnicity and disability.

Recruitment by age

Figure VIII: Percentage breakdown of all applicants by age

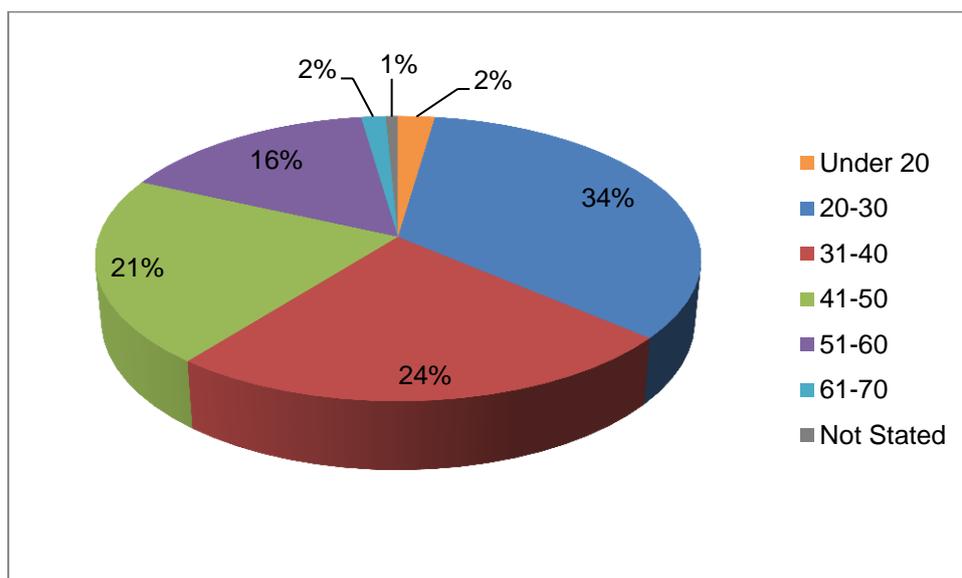


Figure IX: Percentage breakdown of age of shortlisted applicants

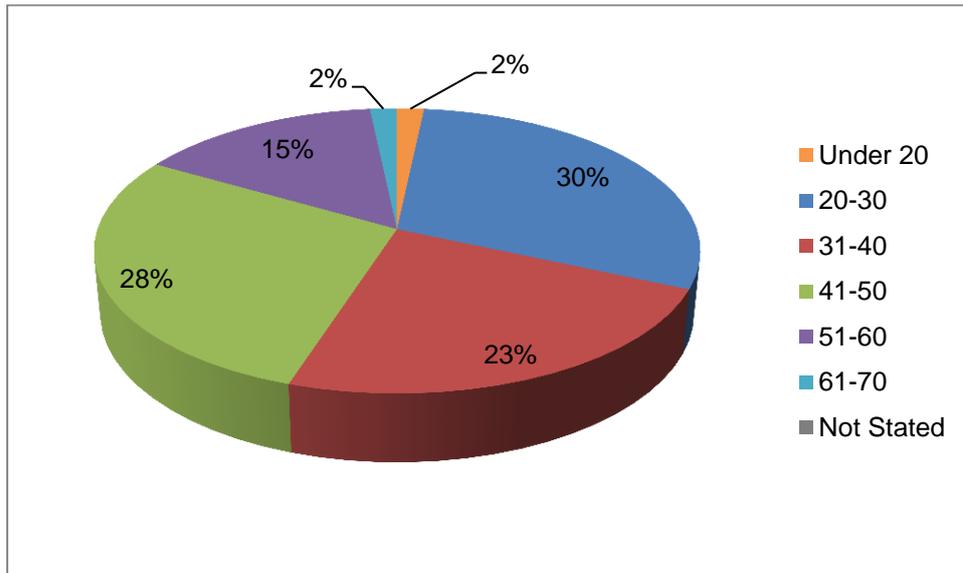
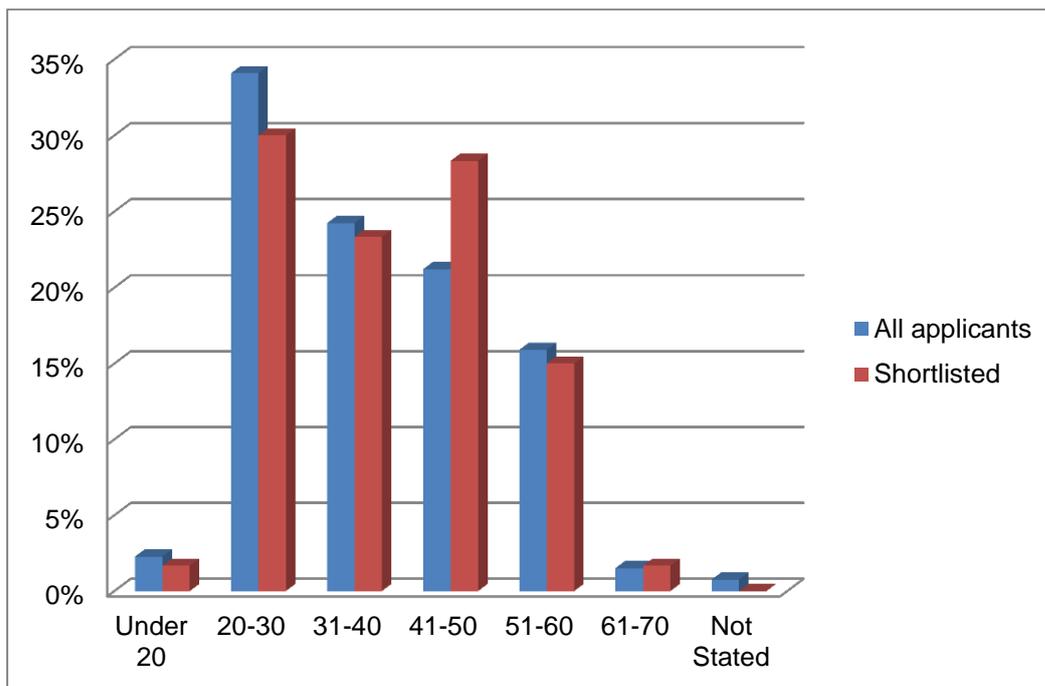
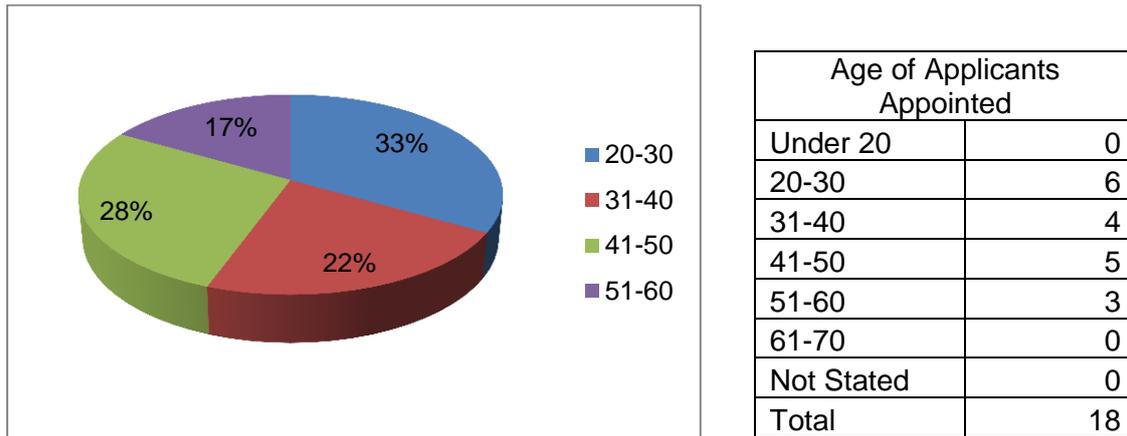


Figure X: Age of all applicants and shortlisted applicants



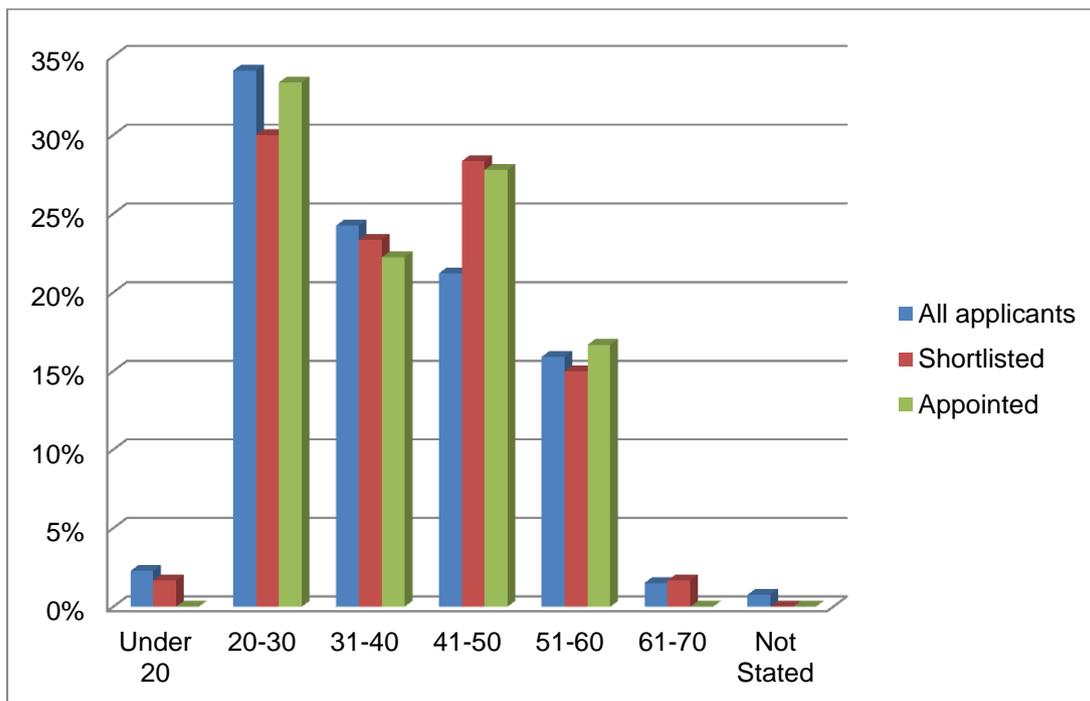
The age of applicants is broadly reflective of prior year, with slightly older applicants and slightly fewer younger applicants. Proportionally, a lower percentage of applicants aged 20-30 were shortlisted than applied, and a slightly higher percentage of applicants aged 41-50 were shortlisted than applied. The College’s recruitment process ensures that opportunity for passive discrimination on the grounds of age is minimised.

Figure XI: Percentage breakdown of applicants appointed



There has been a rise in the number of applicants aged 51-60 who were appointed this year (17% this year compared with 9% last year). There has also been a fall in the number of applicants aged 20-30 appointed (33% this year compared with 38% last year). However, the number of applicants appointed this year is only 18 in total, which means that a change in one or two staff can alter percentages significantly.

Figure XII: Percentage breakdown of all shortlisted and appointed applicants



If you compare all applicants to those shortlisted and those appointed, the main variances are in the 41-50 age group, where proportionately a higher percentage of applicants were shortlisted and appointed than those who applied.

Recruitment by disability

Figure XIII: Applicants shortlisted with a disability and applicants appointed with a disability

Applicants shortlisted with a disability	
Yes	2%
No	98%
N/K	0%
Applicants appointed with a disability	
Yes	0%
No	100%
N/K	0%

The proportions of applicants with a disability shortlisted and appointed in 2015 are broadly similar to the prior year. The College’s recruitment processes ensure that passive discrimination on grounds of disability is minimised.

Recruitment by ethnicity

Figure XIV: Percentage breakdown of ethnicity of all applicants

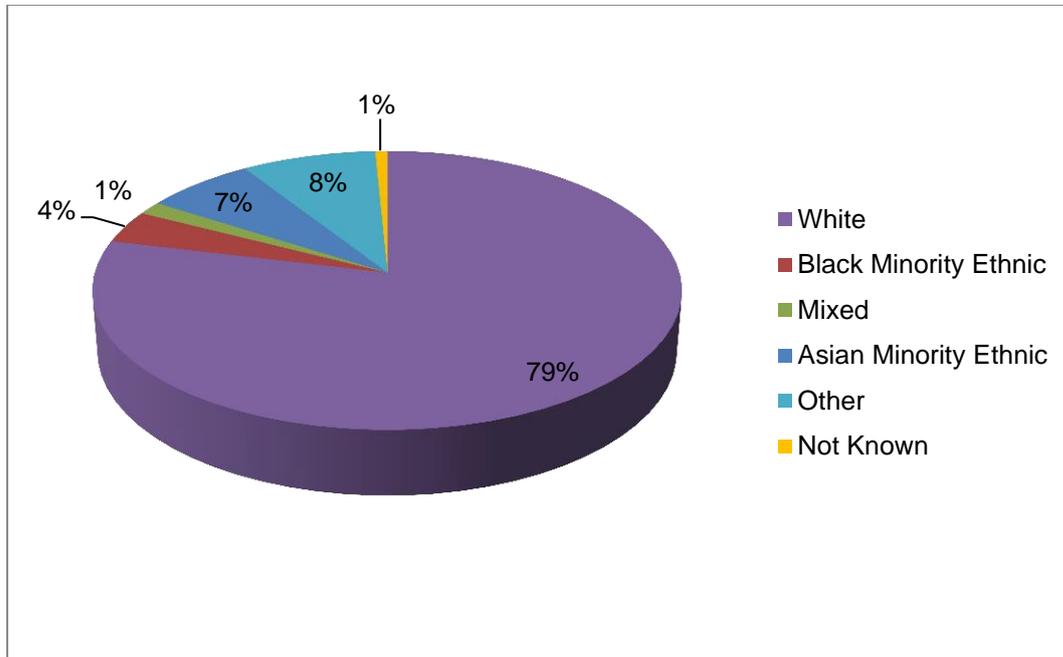


Figure XV: Percentage breakdown of ethnicity of all applicants shortlisted

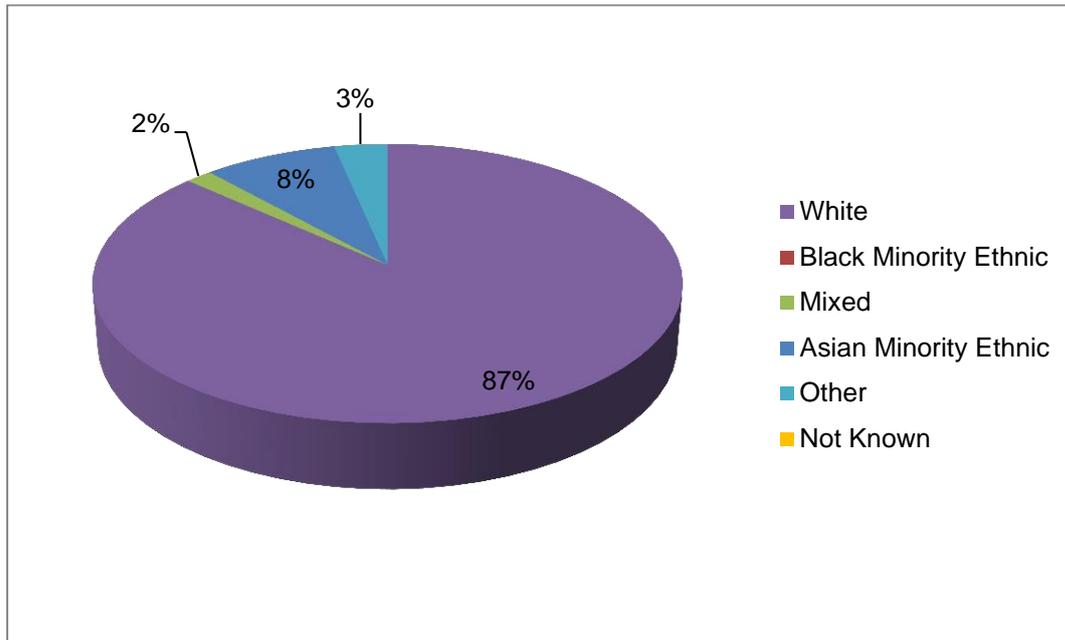
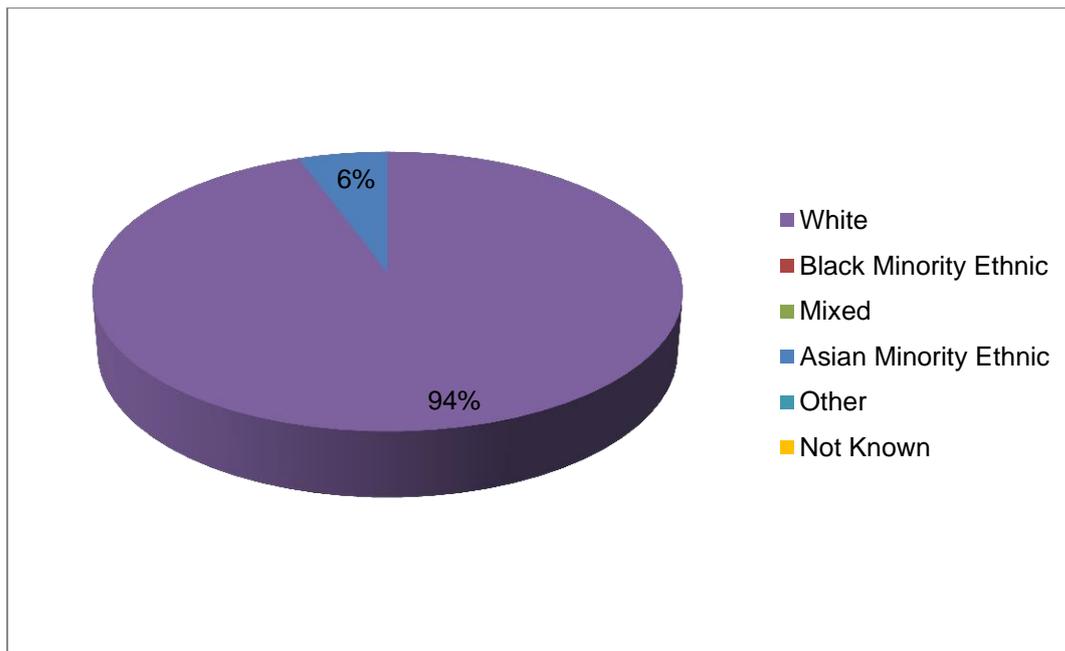


Figure XVI: Percentage breakdown of ethnicity of all applicants appointed



The data shows that proportionately more white applicants were appointed than applied. There were no shortlisting or appointments of black minority ethnic groups (4 applicants). These issues are addressed in the Equality Objectives and Action Plan.

Recruitment by gender

Figure XVII: Gender of all applicants, shortlisted applicants and appointed applicants

Gender of all applicants	
Male	53%
Female	47%
Gender of applicants shortlisted	
Male	52%
Female	48%
Gender of Applicants Appointed	
Male	61%
Female	39%

Although the balance of applicants and shortlisting is fairly equal, appointments have shown an imbalance towards male applicants, in a reversal of the statistics last year (in the prior year there were 28% male appointments and 72% female). However, as the overall number of appointments is only 18, it would only take two more female appointments for the balance to be equal.

Section 2: Student Information

2.1 Information relating to protected characteristics

Strode's College collects student data on the following protected characteristics:

- Age
- Disability
- Ethnicity/Race
- Gender
- Religion and Belief

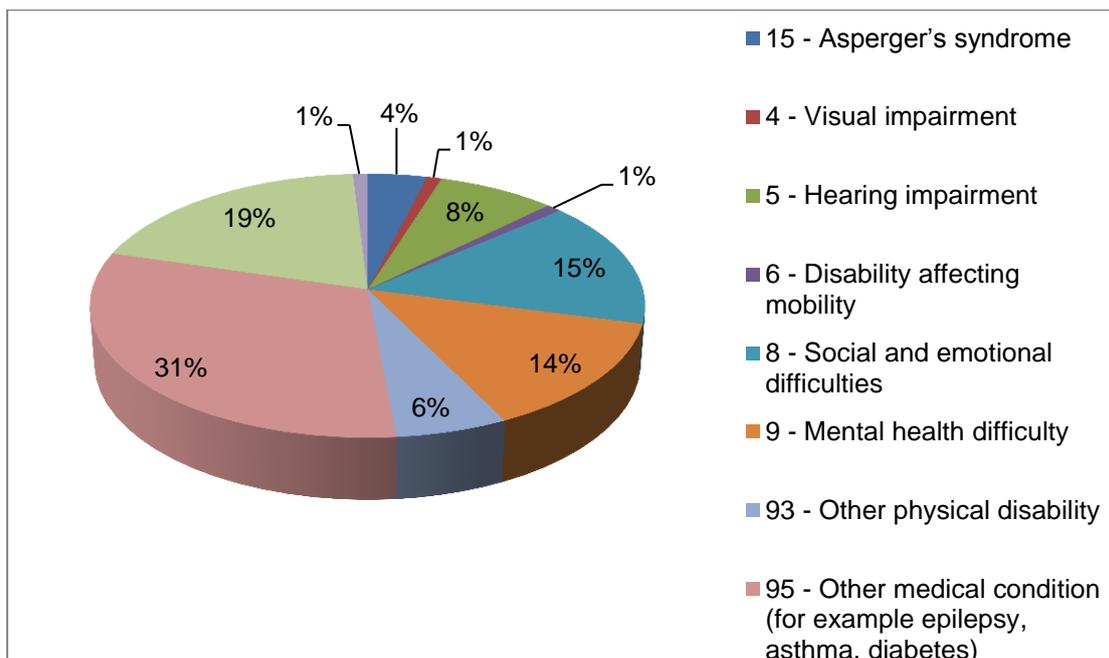
The data in the following pie charts and tables is based on our 16-18 full-time students. We are also collecting data from our part-time adult students relating to age, disability, ethnicity and gender. Please note n/k = not known.

Disability

Please note that the disability categories cover a wide range of disabilities and are based on self-declaration by the students at the application stage.

In 2014-15, 1061 students (90%) were categorised as having 'No Disability' and 10% were categorised as having a 'Disability'. *Figure XVIII* below sets out details of the 106 students who declared themselves as having a disability. The largest number of students declaring that they have a disability (31%, 32 students) is in the 'other medical condition' (for example, Epilepsy, Asthma, Diabetes) category. The largest specific categories which students categorised themselves into were mental health difficulties (14% students) and social and emotional difficulties (15% students). The number next to each category of disability refers to their individual learner return (ILR) code. The College believes that true numbers for students in these categories are far higher than these figures which are based on formal student declaration. A mechanism for reporting other students who do not self-declare at application stage or in-year is being looked into as part of the Support for Learning Improvement Plan.

Figure XVIII: The breakdown of students by disability



What have we done to address any clearly identified disabilities?

Strode's College values inclusion, which is supported in many ways. We have a well-qualified Support for Learning team that delivers flexible support for students who have learning difficulties and/or disabilities. In conjunction with the English and maths teams, the Support for Learning team support learners to develop skills in literacy, language and numeracy. Learners are supported in the classroom and through 1-2-1 support or small group workshops, with specialist staff assisting teachers to tailor the delivery of teaching and learning for students and to provide additional support as necessary. The team includes staff with specialist training to support students with Dyslexia, Dyscalculia and a range of learning difficulties. One area of inclusion we are developing is support for students with mental health issues.

Examples of good practice:

1. RR

RR was a student with extreme anxiety which had meant she was very prone to episodes of fainting and missed a lot of her last two years at school. RR and her Mum came to the College for a visit in the Spring term prior to her enrolment. This was the first of four visits designed to help her acclimatize and feel confident in coming to Strode's College. Support and strategies needed were identified prior to interview included the use of the 'Safe Haven' room in the Support for Learning area and to have a weekly 1-2-1 session with a member of the team to focus on her general wellbeing as well as the study skills she may have missed out on from school. For exams, it was agreed that permission to have a separate room and rest breaks were needed. RR made full use of all this support and her time here was successful as she passed all her exams and met or exceeded her target grades. She is now in full-time employment with the NHS.

2. GS

GS lives locally and went to a specialist school specialising in provision for dyslexic students. He was a statemented learner as he has severe dyslexia. GS's Mum contacted the College to discuss the feasibility of him applying to Strode's and the family met with the Support for Learning Manager a few weeks prior to the planned College interview. This was relatively straightforward interview as GS was extremely open about his needs and was a highly motivated young man with a particular artistic/photography talent. In his Level 2 English Functional Skills class he was given in-class support from one of the Learning Assistants. GS also had a weekly 1-2-1 appointment to address other course related issues and to help with organisational skills as well as extra time, a reader and a scribe in exams. With this support GS went on to have a highly successful time at Strode's and achieved at or above his target grades and is now studying for a degree in photography at Kingston University.

Learning difficulty

Please note that 'learning difficulty' as used here covers a wide range of learning needs and is based on self-declaration by a student at the application stage.

As *Figure XIX* below demonstrates, the majority of students when asked stated that they had no learning difficulty (89%), 47 students declared they were dyslexic (4%), 12 students declared they were on the autistic spectrum (1%) and 52 students (5%) stated they had another learning difficulty. The number next to each category of learning difficulty refers to their individual learner return (ILR) code, e.g. 12 Dyslexia.

Figure XIX: Proportions of students by learning difficulty

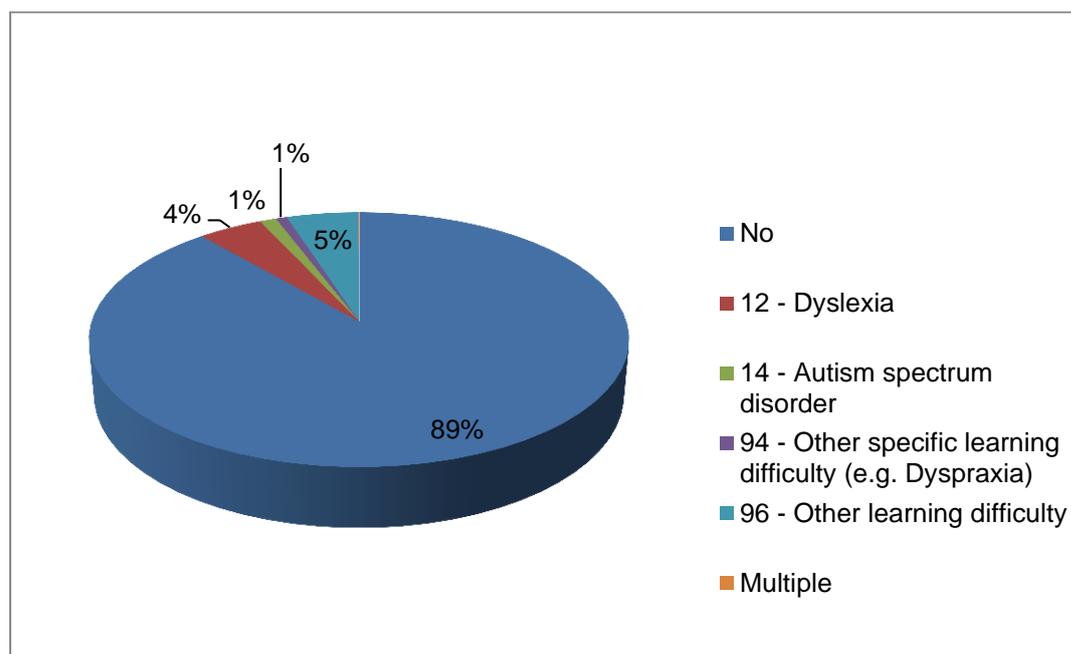


Figure XX: LLD Success Rate for 2012-15 (as recorded in College SAR)

			2012/13	2013/14	2014/15	SFC ave
By LLDD (Y/N) 16-18	LLDD - Yes	Starts	801	913	727	
		Success Rate	81.9%	77.0%	83.9%	84.7%
	LLDD - No	Starts	4515	4,317	3272	
		Success Rate	82.6%	80.8%	85.7%	87.2%
By LLDD (Y/N) 19+	LLDD - Yes	Starts	90	47	66	
		Success Rate	85.6%	91.4%	68.2%	81.2%
	LLDD - No	Starts	540	17	367	
		Success Rate	82.2%	70.6%	67.6%	80.7%

Figure XX above shows the Success Rates of students with learning difficulties and/or disabilities combined. In 2014-15, the Success Rate for 16-18 students with a learning difficulty and/or disability improved by 7% to 83.9% but remains 0.7% below the SFC average which is 84.7%. This Success Rate was 1.7% lower than students without a learning difficulty and/or disability, however this is a 2.1% improvement in that disparity, compared to 2013/14 results.

A College priority for 2015-16 is to ensure that the Success Rate for students with a learning difficulty or disability should be in line with those students without a learning difficulty and/or disability (Objective 1).

For 2015-16, the target would be 86% based on the 2014-15 College Success Rate and is being addressed in the *Support for Learning Improvement Plan*.

Ethnicity

The total number of 16-18 year old students represented in *Figure XXI* below is 1061. The largest ethnic group is white with 84% (885) of students. 14% of students identify as Black, Asian or Mixed race (153 students).

Figure XXI: Percentage breakdown of students by ethnicity

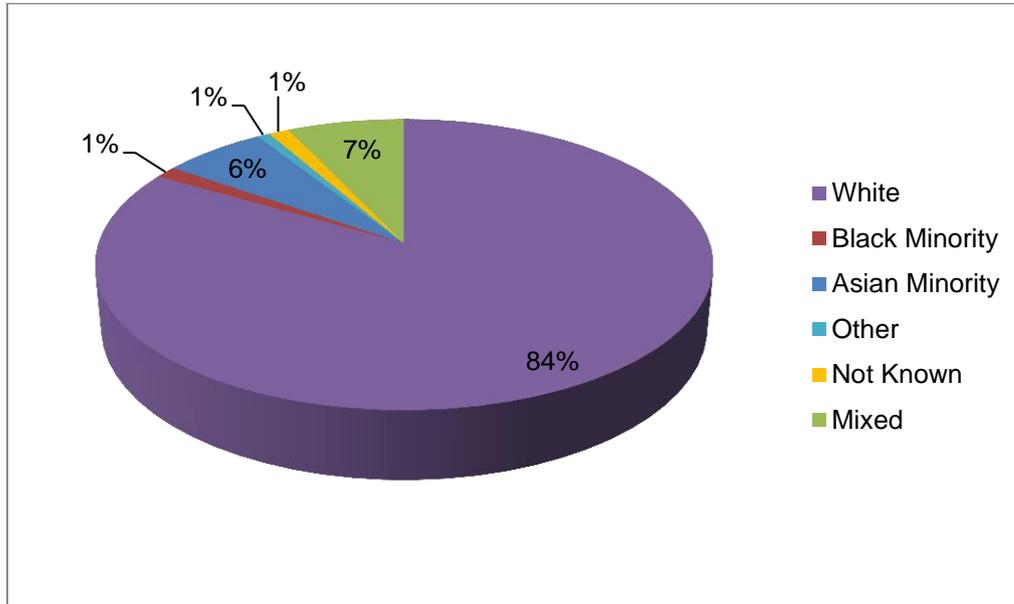


Figure XXII: Summary of Success Rate of students 16 - 18 by ethnicity

		2012/13	2013/14	2014/15	SFC ave
Bangladeshi	Starts	24	36	11	
	Success Rate	95.8%	91.7%	100%	85.4%
Indian	Starts	151	157	103	
	Success Rate	79.5%	78.3%	85.4%	88.9%
Pakistani	Starts	44	63	48	
	Success Rate	72.7%	71.4%	77.1%	85.7%
Other Asian	Starts	62	81	67	
	Success Rate	83.9%	88.9%	83.6%	87.2%
African	Starts	79	103	54	
	Success Rate	82.3%	75.7%	94.4%	87.4%
Caribbean	Starts	37	59	26	
	Success Rate	91.9%	72.9%	92.3%	84.8%
Other Black / African / Caribbean	Starts	37	10	7	
	Success Rate	64.9%	80.0%	42.9%	85.9%
Chinese	Starts	34	36	20	
	Success Rate	91.2%	94.4%	80%	91.4%
White and Asian	Starts	78	120	112	
	Success Rate	85.9%	85.0%	80.4%	86.9%
White and Black African	Starts	25	21	22	
	Success Rate	84.0%	85.7%	63.6%	84.5%
White and Black Caribbean	Starts	30	47	97	
	Success Rate	63.3%	53.2%	75.3%	82.9%
Mixed: other mixed	Starts	113	93	61	
	Success Rate	83.2%	72.0%	86.9%	85.6%

White - British	Starts	4,274	3,896	2554	
	Success Rate	82.8%	80.8%	85.7%	86.7%
White - Irish	Starts	27	52	34	
	Success Rate	63.0%	53.8%	91.2%	87.0%
White - other	Starts	241	364	227	
	Success Rate	81.7%	79.1%	86.3%	87.3%
Any other	Starts	55	91	71	
	Success Rate	92.7%	83.5%	90.1%	85.3%

The Success Rate of 11 minority ethnic student groups improved in 2014/15 with eight groups being above the College overall Success Rate for all courses. Significant improvements were achieved in the African, Caribbean, Irish and mixed White/Black Caribbean student groups compared to 2013/14. The two groups that underperformed compared to the College overall Success Rate were other Black/African/ Caribbean and White and Black African.

Alps value-added data shows that seven minority ethnic groups performed at or better than the College Alps 6 at A level which represented 12% of the A level cohort. At AS level six minority ethnic groups performed at or better than the College Alps 5 which represented 2.6% of the AS level cohort. At BTEC Level 3 four ethnic minority groups performed at or better than the College Alps 5 which represented 2% of the BTEC cohort. The number of individual students in many minority ethnic categories is too small to make any realistic trend judgements overall.

Data regarding the ethnicity of part time students shows that, in comparison to 2013/14 there has been an increase in Success Rate for funded qualifications for the Irish (39% increase), Pakistani (20% increase) and Other Ethnic groups (25% increase). However, numbers in many minority ethnic categories are too small to make a realist trend judgement for 19+ learners.

A priority for 2015-16 is to continue to improve the value added rates for students from all ethnic minority groups to ensure that they are in line with overall College value added performance (Objective 2).

Gender

Out of a total of 1061 16-18 year old students, 579 are female (55%) and 482 are male (45%).

Figure XXIII below shows the Success Rate at A Level for 16-18 females was 2% higher than males at 86.3%. Female overall performance improved by 5.3% and male performance improved by 5.4%. Using Alps value-added data, males improved their performance to an Alps 6 and out-performed females by one grade. At AS Level male and females performed the same at an Alps 5. This is an improvement in male performance by two grades and females by one grade. However, in 2014/15, male students underperformed compared with female students on Level 3 BTEC courses where females achieved an Alps 4 and males achieved an Alps 7. Females (53% of the cohort) continue to outperform males on BTEC Level 3 courses. Significant difference in male and female performance on BTEC courses can be seen in Dance, IT and Sport Sub Diplomas, IT Diploma and Sport Extended Diploma. In 2014/15 male under performance was due to the BTEC IT courses and is a key focus in the improvement plan.

The Success Rate of part time adult students is lower for female students than male students at 68.1% compared with 81.2% although female numbers are more than double male students. Investigating this is being further investigated and addressed as part of the Adult Learning Improvement Plan.

An objective for 2015-16 continues to be to ensure that 'value added' for male students in all Level 3 courses should be in line with that of female students. This target is being addressed through departmental improvement plans (Objective 2).

Figure XXIII: Success rates of students by gender (for qualification funded courses)

			2012/13	2013/14	2014/15	SFC ave
16-18	Male	Start	2,357	2,284	1817	
		Success Rate	79.2%	78.9%	84.3%	84.9%
	Female	Start	2,962	2,971	2182	
		Success Rate	85.2%	81.0%	86.3%	88.1%
19+	Male	Start	170	212	129	
		Success Rate	75.3%	75.9%	81.2%	81.4%
	Female	Start	462	508	304	
		Success Rate	85.3%	74.4%	68.1%	80.7%

Religion and belief

All data relating to religion and belief is collected on the College's application form. In 2014-15, the largest declared religious group was Christian at nearly 20%. It is interesting to note that nearly the same number of students declared that they had no religion and 41% of students' religion in 2014-15 is unknown.

Figure XXIV: Breakdown of 16-18 students by religion and belief

Religion	%
Anglican	0.09%
Christian - Church of Ireland	0.09%
Christian - Church of Scotland	0.09%
Jewish	0.09%
Orthodox Church	0.09%
Spiritual	0.19%
Any other religion or belief	0.28%
Buddhist	0.28%
Agnostic	0.47%
Christian - Other Denomination	0.47%
Islam	0.66%
Sikh	0.85%
Atheist	0.94%
Hindu	0.94%
Muslim	1.60%
Information refused	2.26%
Christian - Roman Catholic	5.09%
Church of England	6.60%
No religion	17.81%
Christian	19.60%
Unknown	41.47%

Gathering data about religion by more streamlined categories is a priority for next year. A decision regarding the collection of data for adult part time students will be made in 2016, as this is not currently collected for students on non A Level provision.

2.2 Careers destination data

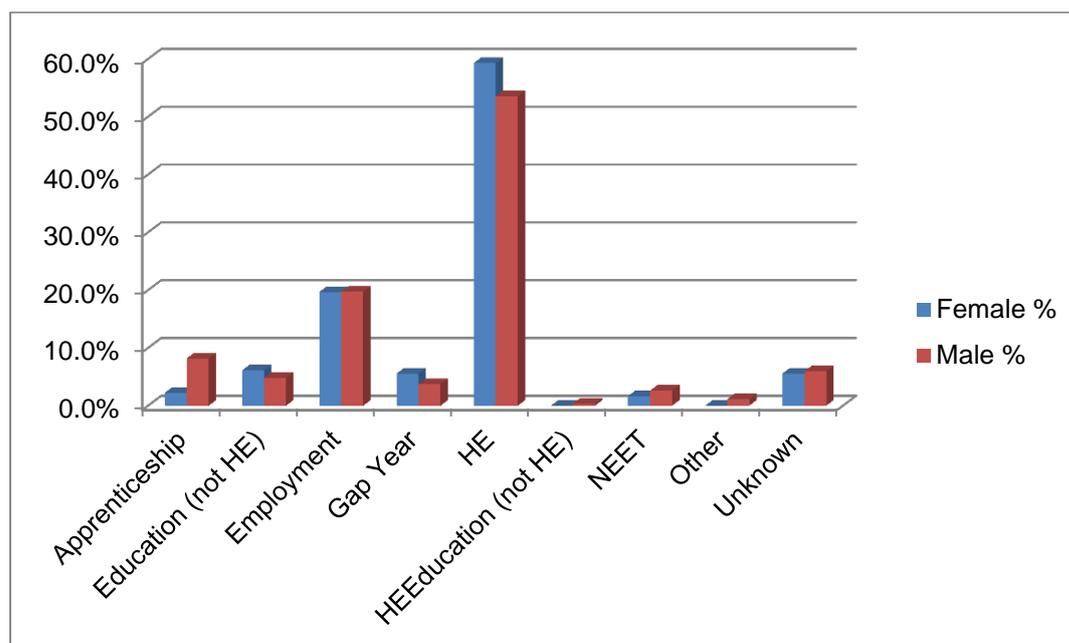
Destination data and the monitoring of learners to secure appropriate destinations is robust. Data about progression from Level 2 to Level 3 programmes is collected and is analysed across a number of key characteristics such as ethnicity, gender and additional learning (e.g. mental health difficulty), those in receipt of the 16-19 bursary as well as by the College's 'at risk' indicators (for example, young carers, Looked After Children, restart students etc.) Data is analysed and presented to the Governor Quality and Curriculum Committee. Staff are given destination data relating to their learners and departments are expected to develop further links with employers.

Gathering destination data for part time adult students is a priority for 2015-16 and is being addressed through the Adult Learning Improvement Plan.

There were 630 leavers from Strode's in July 2014¹. The following graphs set out destinations by a range of equality and diversity measures.

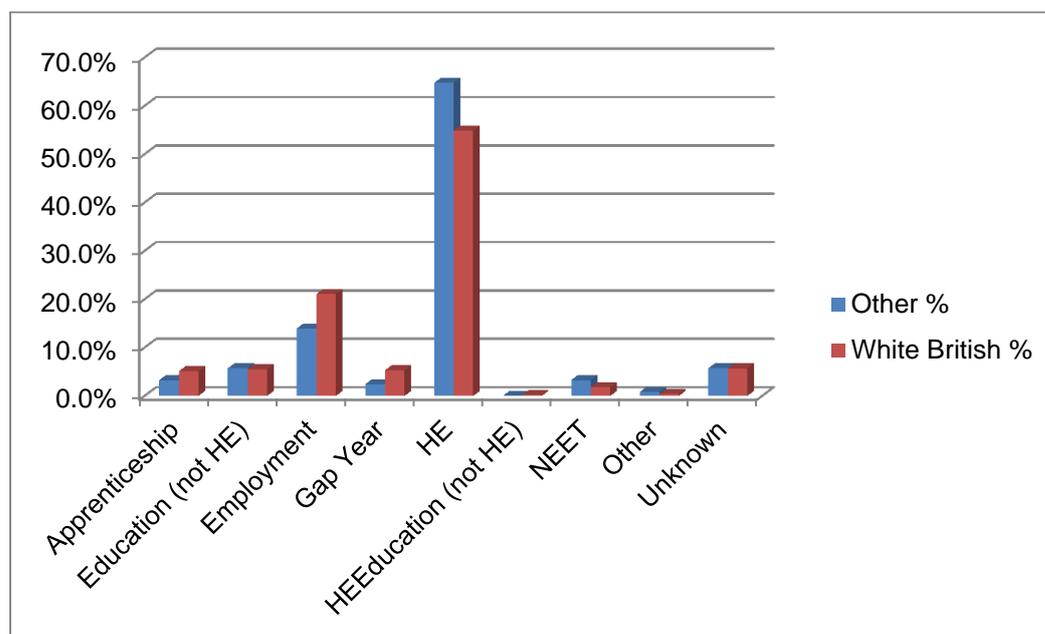
Figure XXV below shows the destinations of students by gender. More females than males progressed to HE (59% of females compared with 53% of males).

Figure XXV: Destinations of Level 3 students by gender



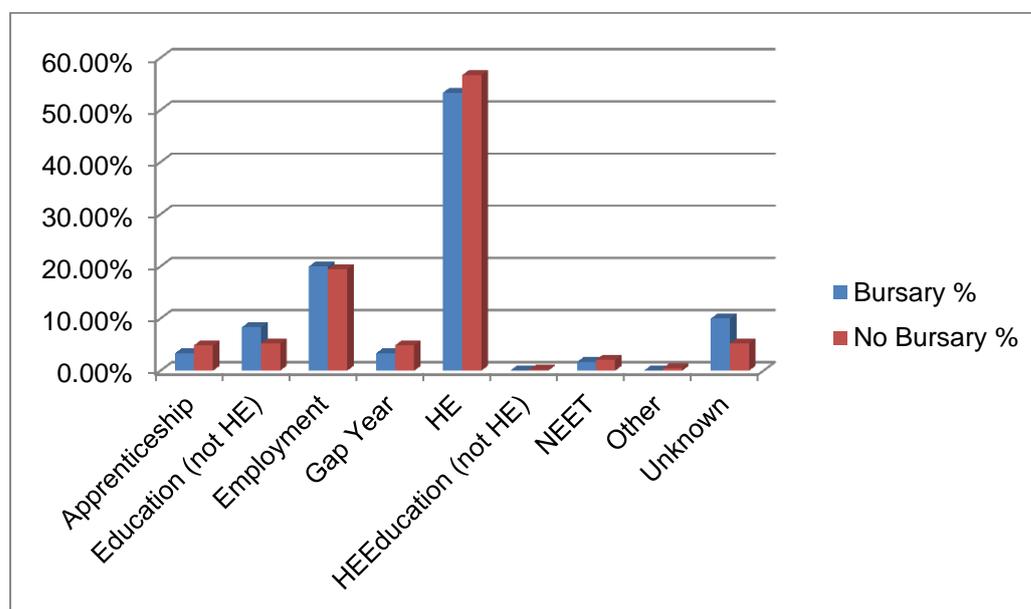
¹ Destination data is currently available is for 2013-14. Data for 2014-15 only is available in February 2016 and will be reviewed in the 2016 Equality Information

Figure XXVI: Destination of Level 3 students by ethnicity



The data in *Figure XXVI* above indicates that proportionately, students from a black and minority ethnic (BME) background are more likely to enter higher education than students from a White British background.

Figure XXVII: Destinations of Level 3 students in receipt of the 16-18 bursary

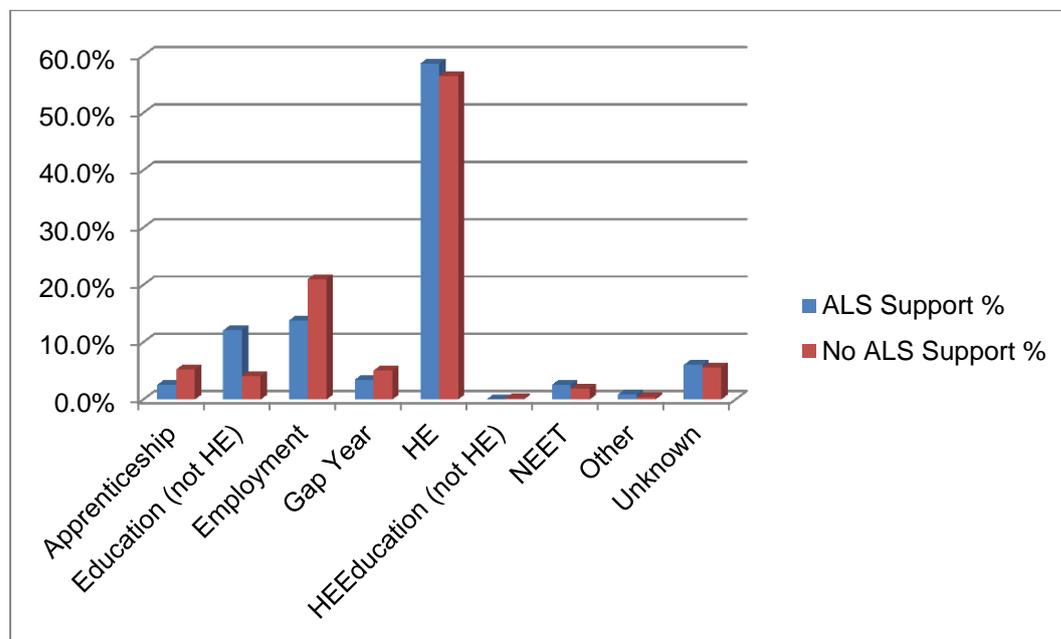


60 of 630 students who completed their studies in 2014 were in receipt of the Bursary². The destinations of these 60 students are set out in *Figure XXVII* and compared with the remaining 570 students. The data in *Figure XXVII* and *Figure XXVIII* does not suggest that students receiving the 16–19 bursaries, or receiving additional learning support (ALS), are significantly less likely to enter higher education than the main cohort of students. This may be the impact of the significant

² This is financial support provided across England for students who are deemed to be from a low-income family. It also includes students who are in care or who are care leavers.

number of progression agreements that Strode's College has in place with Higher Education Institutions (HEIs) including the University of West London, the University of the Creative Arts, Surrey, Reading, Roehampton and Kingston Universities, which support students from disadvantaged backgrounds or with disabilities.

Figure XXVIII: Destinations of Level 3 students with additional learning support (ALS)³

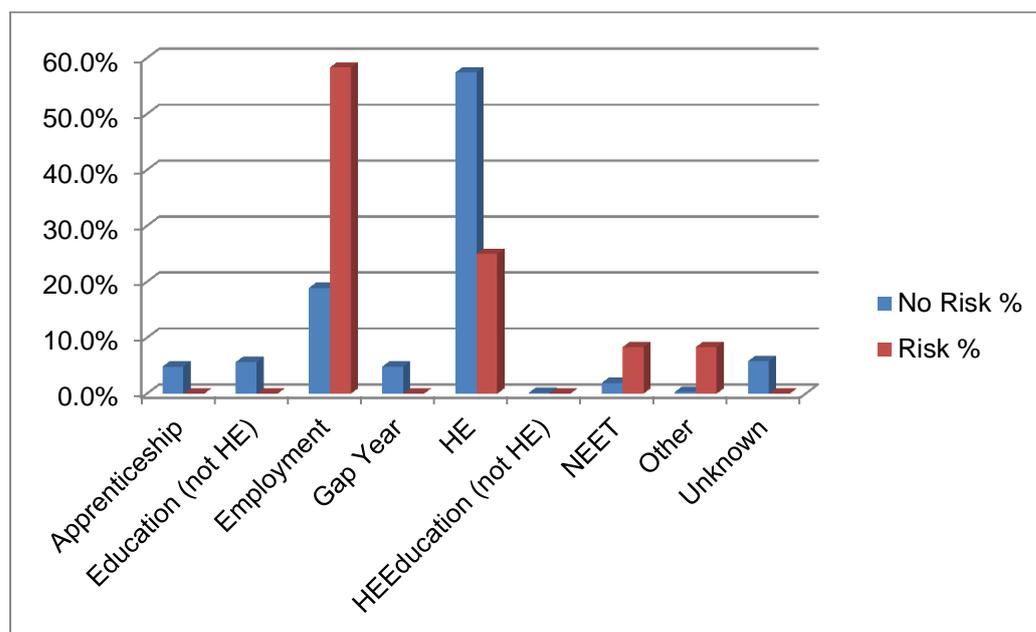


116 students out of the total 630 students who completed their studies in 2014 were categorised as receiving ALS. The destination of these 116 students is set out in *Figure XXVIII* and compared with the remaining 514 students who did not receive ALS.

The data suggests that students classed as 'At Risk' appear to be more likely to be in the NEET (Not in employment, education or training) category when they leave college than the rest of the College cohort (see *Figure XXIX*).

³ Students within this category include any student with a declared learning or support need, and students with a statement of educational need from their previous school. Also included under this category are students with mental health issues and students with a declared medical issue or disability.

Figure XXIX: Destinations of Level 3 students who are 'at risk'⁴



12 out of 630 students who completed their studies in 2014 were categorised 'At Risk'. The destinations of these 12 students are set out above in *Figure XXIX* and compared with the remaining 618 students. As the table demonstrates the majority of these 12 students progressed to employment. This is not surprising as many of them do not have high aspirations and often get permanent work with employers who they have worked with previously on a part-time basis.

2.3 Application and admissions data

The College reviews equality and diversity data at application stage and again at a number of key points before students are enrolled. In particular, the College focuses on the profile of students who withdraw before and after interview or after Introduction Day.

There are no significant differences between the numbers of white students and students from a BME background, or between males and females, who withdraw, - similar proportions of students withdraw from the College at the key points. There is a noticeable difference in retention rates however for students declaring a learning difficulty or disability. With this group the retention rate of students from application through to enrolment is far higher than of students those with no declared disability or learning difficulty. For example, of 1511 applications made in 2014-15, 68% of those with a disclosed learning difficulty or disability were retained compared with only 45% of students who did not disclose a learning difficulty or disability. This is because students in the declared category make a very specific decision to attend Strode's College and this is often the only college they apply to, whereas other students we know make multiple applications.

⁴ The 'At Risk' student category covers students who may have a significant barrier to progression and participation at College and could be at risk of not completing their course. These include students making a late application, issues raised by the previous school, students who have significant breaks in education, home schooling, young carer, looked after children, low qualifications for the course, medical issues, students living independently, difficult journey to college, students offered probationary places, any issues raised by the GTL.

2.4 Learner voice

Developing robust learner voice processes is a key way of hearing and responding to the views and concerns of all students. It is essential to quality improvement as well as giving students a sense of belonging and a strong sense of ownership in the College.

Ofsted commented favourably on our developing learner voice as follows:

“Arrangements to gather views of all students and to ensure the effective contribution to college decision making improved significantly in 2014. The establishment of a student parliament provides students with greater opportunities to reflect on and contribute to improvements. Students are currently contributing to discussions in relation to the development of the college’s new strategic plan from September 2015”
Page 8 (Ofsted report April 2015)

Our learner voice processes include a student union affiliated to the National Union of Students with annual elections for an executive, regular class fora, tutor representatives and a student parliament (meets three times a year) which brings together the Student Union (SU) executive and the tutor representatives. The structures and processes have been reviewed this year and tutor group reps and two Level 2 members of the SU executive are now elected in September shortly after the arrival of Level 2 students. All Level 2 students attended a training session on learner voice at the start of term with an external trainer and elections for the reps were held shortly after this.

The number of students voting in the annual elections increased from 150 votes in 2013-14 to 720 votes in 2014-15 but this is still too low. Investigating the timing of elections (currently in the summer term) is a priority for this year as this may affect student engagement in the process and ultimately voter turnout.

Training for the SU executive and tutor reps was introduced during the year to give students holding these roles greater confidence. Active citizenship is supported through the tutorial programme with activities taking place to explore democracy and values prior to College elections and before each parliament meeting. The curriculum also takes opportunities to support this work where possible. For example, BTEC Media Level 3 students entered a national video competition on democracy; 15 films were made and students voted at the Student Parliament to decide on the College’s entry. The film has reached the final three entries.

Learner voice is also sought through class fora, cross college surveys and focus groups on particular issues, for example plans for Introduction Day and the leavers’ event.

There is a strong culture of community at the College and students demonstrate a high level of respect for others’ views and ideas. Students’ behaviour is excellent with very few cases of misconduct or bullying; 95% of students surveyed at the end of their course stated that they were treated fairly and that the College promotes equality and diversity well across College.

The College has an LGBT plus group attached to the Student Union. This was set up in response to comments made through the student parliament. It is in its early days but the meetings are attracting around 10-12 students on a regular basis.

In 2015 the College increased the level of responses for the whole College survey from 33% in 2013/14 to 80.5% which now ensures that we have a much more representative view from the student body.

The College also actively seeks feedback and learner voice from our part time adult students. This includes focus groups, regular surveys for groups and course evaluation forms. Some courses elect class representatives which helps to address any concerns and voice learner views to inform future planning. In 2014, 92.9% of 19+ students rated their enjoyment of the course as good or better. In comparison to 2014/15 there were improvements in the use of ICT equipment (+28.2%), value for money (+0.4%), and a range of courses offered (+1%) which were identified through the course evaluations.

The continued improvements to all aspects of learner voice are being addressed in the Student Services Improvement Plan and the Adult Learning Improvement Plan.

2.5 Complaints and concerns

There are very few complaints and concerns relating to equality and, where made, these are thoroughly investigated and resolved in accordance with our procedures. Incidents of bullying are recorded centrally and analysed as part of the safeguarding self-assessment report. There are no trends relating to equality issues including bullying.

Section 3: Engagement Activities

3.1 Staff

Employee engagement helps to ensure that employees know and are committed to the College's values, are well motivated at work, and it contributes to the enhancement of staff well-being. The College believes that effective employee engagement is essential for the well-being of the organisation in order that individuals are enabled to perform to the best of their ability.

How does the College measure levels of engagement?

- a comprehensive Staff Survey, conducted every two years
- exit interviews
- by assessing retention and promotion of staff
- by using the Professional Development Review process to identify opportunities for career development
- through a series of more informal activities such as staff meetings, forums, and pulse surveys

A Staff Survey was undertaken in November 2015. Questions included areas such as feeling valued, being treated fairly and with respect, performance reviews, consultation and leadership. In response to the results of the survey a draft action plan will be developed and staff working groups set up where appropriate. Data was collected regarding equality and diversity in order to ensure that all staff groups were adequately represented.

Other specific activities in 2014/15

- Pulse surveys regarding various events (e.g. enrolment)
- Major consultation exercise regarding restructuring, including consultation papers, open meetings, Q&A, etc.
- Teachers' INSET
- Forums across both teaching and support staff
- Regular staff meetings and weekly all staff briefing
- Weekly newsletter to which all staff are able to contribute

Separate groups

- Various fora (Heads of Department, Support Staff Group, Curriculum & Quality Team)
- Committee structure for other groups (e.g. Staff Development group, Marketing, Health and Safety Committee, Safeguarding, E&D)
- Regular Joint Staff Personnel Committee (JSPC) meetings
- Internal Quality Review (IQR) used to assess how well teachers are engaged in departmental improvement strategies

3.2 Students – enrichment participation

The College offers a wide programme of enrichment activities, from Duke of Edinburgh to the College play. Students in the first year of courses are encouraged where it is possible to take one course as part of their programme of study. All students at interview and at enrolment are asked if they wish to represent the College in one of the many sports teams.

All our activities are open to all gender types. However, in sports teams there are regulations which must be followed relating to male / female participation in line with the Surrey Sixth Form College rules.

A key focus for this year is to strengthen our cross college enrichment offer to engage students further in College life and to promote learner understanding of equality and diversity issues. This issue is being addressed in the Student Services Improvement Plan as well as departmental improvement plans.

In 2014-15 the following activities were organised:

- Cross College activities for Black History Month, anti-bullying workshops, International Food, Faith & Culture Day, World Aids Day and International Women's Day. The College also organised large events which has at their heart the purpose of building a sense of community and belonging to the College. These included a College induction event for 600 new students, a Fresher's Fair attended by over 800 students as well as a Christmas Fair with an inter-tutorial bakeoff (with over 25 tutor group entries) and over 750 students and staff attending, all of which were a very positive experience for the students.
- Three groups of Level 2 students are currently involved in a learner led project on the issue of respect which is being run through the tutorial programme. With funding from the Paul Hamlyn Foundation and Active Citizens FE, this two-year project develops learners' public speaking skills as well as citizenship knowledge and understanding. The project lasts for the year with each cohort of students and culminates in a learner led event for other learners and includes members of the local community.
- The College has an active student ambassador scheme with over 64 ambassadors offering over 1500 hours of help across the academic year. At present none of the ambassadors are Level 2 students. Our student ambassadors are very regularly commented on by parents and prospective students as a key reason for applying to the College.

Increasing the number of cross College enrichment activities and responding to learner identified needs and requests is being addressed as part of the Student Services' Improvement Plan.

Section 4: Governor Information

Our aim is that our Board should reflect the diversity of our student body.

An anonymous survey of Governors took place in December 2015, with a return rate of 100%. The survey showed that in terms of gender and ethnicity the Board does broadly reflect the diversity of our student body. No Governors declared a disability. The age range of Governors is broader this year than in 2014, with 42% aged 50 or under, compared with only 28% last year.

Governors receive reports on Equality and Diversity through the Committee structure. They also receive updates on legislative changes such as the 2010 Equality Act and receive regular training on Equality and Diversity.

Figure XXX: Percentage breakdown of age of Governors

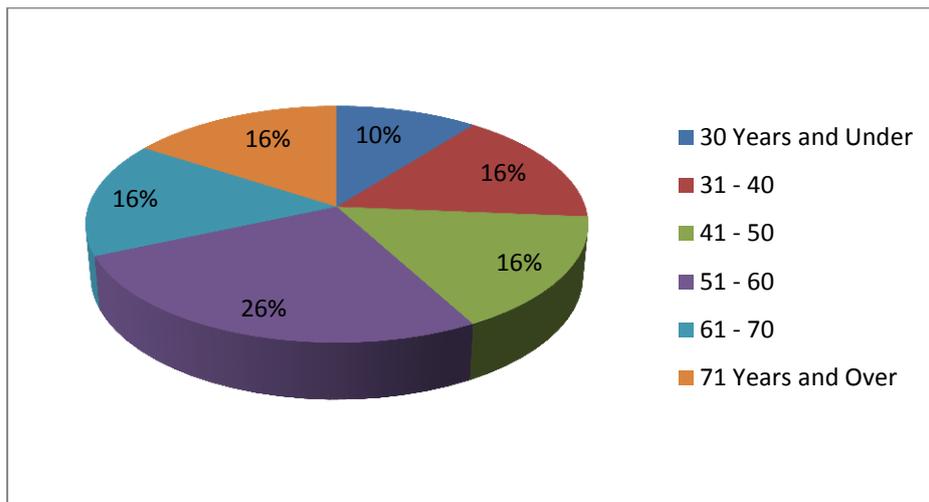


Figure XXXI: Percentage breakdown of ethnicity of Governors

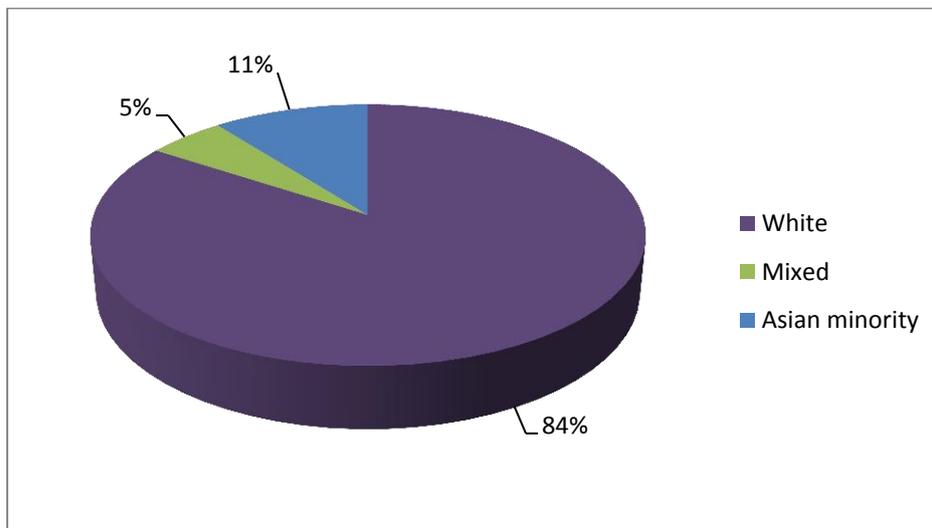


Figure XXXII: Gender and disability breakdown of Governors

Gender	No. of Governors	%	Disability	No. of Governors	%
Male	11	58%	Disability	0	0%
Female	8	42%	No disability	19	100%