



**Stephenson College
Equality, Diversity
& Inclusion
Annual Report 2015-16**

Contents:

- 1. Introduction**
- 2. The College and its Facilities**
- 3. The College and the Community**
- 4. Equality, Diversity and Inclusion Policy and Objectives**
- 5. Student Data**
- 6. Workforce Data**
- 7. Key Developments**
- 8. Priorities for 2016-17**

1. Introduction

Stephenson College is committed to ensuring that we provide an inclusive learning and working environment where everyone can reach their full potential, regardless of their background.

Our Equality and Diversity Policy applies to all members of the Stephenson College community and is designed to create an environment where equality, diversity and inclusion is naturally part of our everyday life, covering all aspects of our activity.

We aim to:

- Promote equality and diversity across all of our activities
- Foster and promote good relations between people of a diverse background
- Eliminate unlawful discrimination, harassment and victimisation
- Encourage and widen participation, raise standards and advance aspiration for all

Our commitment to Equality, Diversity and Inclusion is reflected in our mission **'excellence and innovation and learning'** and in our shared values.

Shared Values:

- Strive to be the best
- Be the college of choice
- Use our resources to the benefit of our students
- Help each other and our environment

Shared Behaviours

Our shared behaviours are an integral part of College life and we are committed to:

- Accepting responsibility and being accountable for our actions
- Promoting the College as widely as possible
- Questioning and challenging
- Leading by example

These values and behaviours are communicated through a variety of approaches, including through our student and staff induction processes, student tutorials and a variety of other communication materials. This helps to promote and reinforce our values and behaviours and ensure that they become embedded within the College culture

We also demonstrate our commitment to Equality, Diversity and Inclusion through our Corporate Objectives, grouped into 4 themes:

Quality

We will achieve outstanding results by being innovative and using the creativity of all our stakeholders

Diversification

Working collaboratively, we add value for the stakeholders we serve by understanding and fulfilling their needs and expectations

Efficiency

We empower our colleagues and create a culture to support efficiency and achievement in both organisational and personal goals

Corporate Social Responsibility

We have a positive impact on the world around our College by advancing the economic, environmental and social conditions of the communities we serve.

Our Annual Report outlines our commitment and approach to delivering our corporate and legal responsibilities for Equality, Diversity and Inclusion and to embedding this in all College wide functions and activities. Our approach relies on all members of the College community understanding and taking responsibility for Equality, Diversity and Inclusion and for making a positive difference to the lives of disadvantaged groups.

We continue to take active steps to provide an inclusive environment for our students, staff and visitors by placing equality, diversity and inclusion at the centre of College life.

The Equality Act 2010 uses the term 'protected characteristic' to describe a group that is more likely to be disadvantaged in some way. The relevant protected characteristics are age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

We recognise the value these different characteristics bring and wish to build an inclusive environment for staff, students and visitors in which they can thrive.

This Report will discuss the progress we have made during the 2015-16 academic year, highlights our key equality objectives for 2016 – 2020 and any identified priorities for 2016-17.

2. The College and its Facilities

Stephenson College is a General Further Education College which attracts students from across the United Kingdom, providing high quality education and training from our industry standard facilities.

The main College campus is in Coalville with a further campus in central Nottingham.

We deliver from entry level through to HNC/HND Level qualifications across a broad curriculum.

We deliver apprenticeships for national employer partners such as BAM Nuttall, Volvo, Aggregates, Renault, and many others. The success of this work has been recognised by organisations such as The East Midlands Chamber of Commerce who awarded the College the Education Partnership Award in 2015.

Locally, we recruit apprentices to full time and part time study programmes predominantly from the North West Leicestershire and South Derbyshire areas.

Our curriculum reflects local and national priorities and provides strong and sustained progression into employment, further or higher education for all groups of students. Our governors and employer partners play a pivotal role in shaping our college curriculum to meet the needs of employers and the local community.

In 2015/16 the College enrolled 7,997 students which included 1,781 apprentices in and 650 16-18 year olds on full-time study programmes,

Our facilities support and promote equality, diversity and inclusion. All facilities are accessible with lifts for use by students and staff with disabilities and mobility difficulties. Our main campus in Coalville has designated car parking spaces for students, staff and visitors with disabilities.

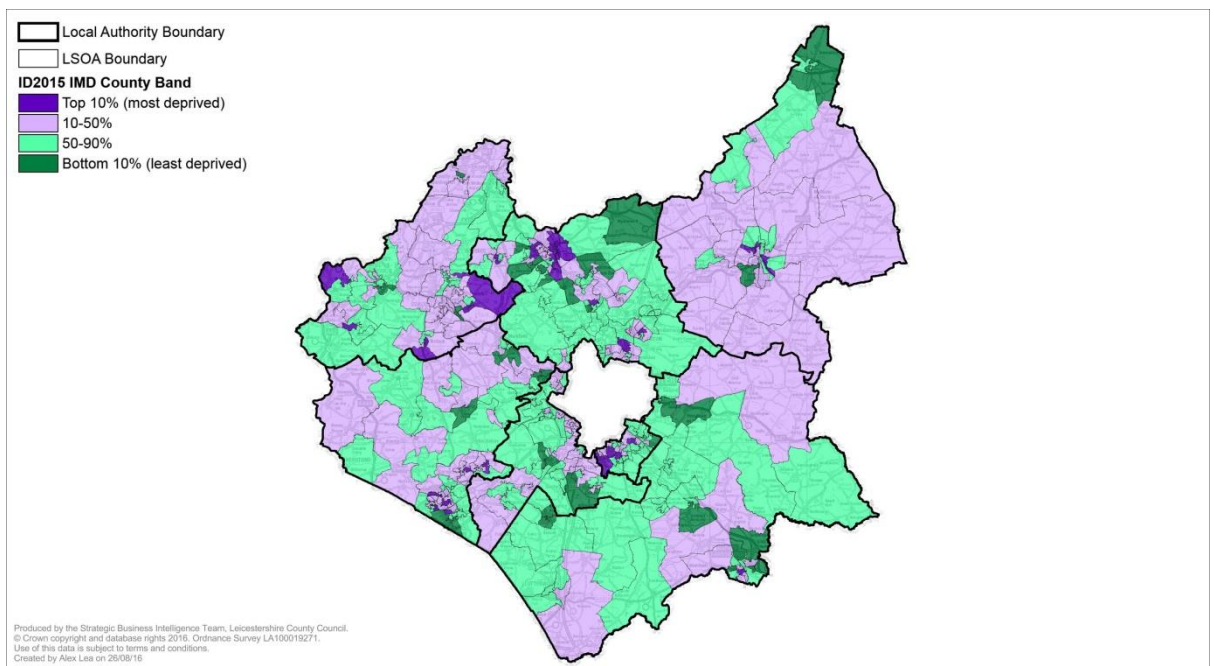
3. The College and the Community

The economy and social profile of North West Leicestershire result from generations of activity that have left an imprint on local communities. Specifically there has been a decline in traditional industries and growth in new areas of economic activity which is reflected in newly developing physical and economic infrastructure.

Within the North West Leicestershire area, overall economic activity rates are high for men (at 85%) and higher than both the national, regional and county average, but conversely they are considerably lower for women (67.6%).

For the Index of Multiple Deprivation, all local authorities within Leicestershire have moved up the rankings between 2007 and 2010 suggesting they became more deprived overall. North West Leicestershire (ranked 200 out of 354 nationally) remains the most deprived district in the county with particular pockets of more extreme deprivation in parts of Greenhill, Measham and Coalville wards

Index of Multiple Deprivation – Leicestershire Map



A major challenge for North West Leicestershire is the level of skills and qualifications within the local workforce. Many sectors are in a cycle of shedding lower skilled labour and there is more competition for higher order technical jobs from a wider geographical area.

The College aims to aid the regeneration of the local economy through providing opportunities to develop new and improve existing skills, particularly through its extensive apprenticeship offer. We also recognise that our work with those that are currently economically inactive is a valuable and positive contribution to this process. The provision of an increasing number of Sector Based Work Academies which equip unemployed students with the knowledge, skills and confidence to gain employment is a good example of this.

The College's curriculum offer reflects local economic activity. The local Business, Register and Employment survey (Leicestershire County Council) shows the most significant employment opportunities exist in areas serviced by College curriculum provision including manufacturing operations, mechanical engineering, construction, quarrying, utilities, motor trades and business professions.

The College continues to work with other providers in the sector across a range of projects which include, for example, active promotion of Higher Education to difficult to reach client groups and taking the lead on regional teaching and learning initiatives via strong partnerships with the North East Midlands Collaborative Outreach Network (NEMCOM) and REACH projects. These projects support the progression of under-represented groups into Higher Education, encouraging the achievement and attainment of learners throughout Leicester and Leicestershire. The College has been involved in several exciting taster days with regional schools to promote these initiatives in 2015/16 academic year.

Further collaborative work continues to align College provision to local enterprise partnership sector priorities. The College has established strong working relationships with the Local Enterprise Partnership in Leicester & Leicestershire (LLEP) and D2N2 in Nottinghamshire and Derbyshire. Through the D2N2 partnership, the College has taken a leading role in facilitating sector based events and conversations to ensure employers are able to shape the education offer to meet their needs.

4. Equality, Diversity and Inclusion Policy and Objectives

Our Equality, Diversity and Inclusion Policy is regularly reviewed to ensure it remains up to date and in line with best practice. It sets out how the College will meet its Public Sector Equality Duty in accordance with the Equality Act 2010.

During the year the Corporation adopted a revised Equality, Diversity and Inclusion Policy along with a number of Equality Objectives. Our objectives will be reviewed regularly and will be an integral part of our business planning and self-assessment processes each year.

Our four agreed equality objectives are:

- To seek to attract, develop and retain a more diverse workforce, reflective of the College's local and wider community
- To support access to learning for different groups of students
- To ensure that all members of the College community promote, advance and celebrate equality and diversity and our shared values
- To ensure that attainment gaps are minimised and that all programmes lead to strong and sustained progression into employment, further or higher education for all groups of students.

During the year the College took steps to strengthen its approach to the implementation of equality and diversity and re-established an Equality, Diversity and Inclusion (EDI) Group which will meet once a term, to ensure the College's policy is implemented across all College functions. This group has representation from key staff, students and governors.

The Group will:

- Ensure that the College meets its duties under the Equality Act 2010
- Ensure the effective implementation and evaluation of the College's Equality and Diversity Policy.
- Lead the development, monitoring and evaluation of the College's strategic Equality Objectives
- Ensure that equality, diversity and inclusion and our shared values are an integral part of College activities
- Consider and share best practice
- Advise and make recommendations to the Senior Management Team and the Corporation, as appropriate, on policy outcomes and impact, through an annual Equality and Diversity Report
- Ensure effective communication and engagement with students, staff and stakeholders

5. Student Data

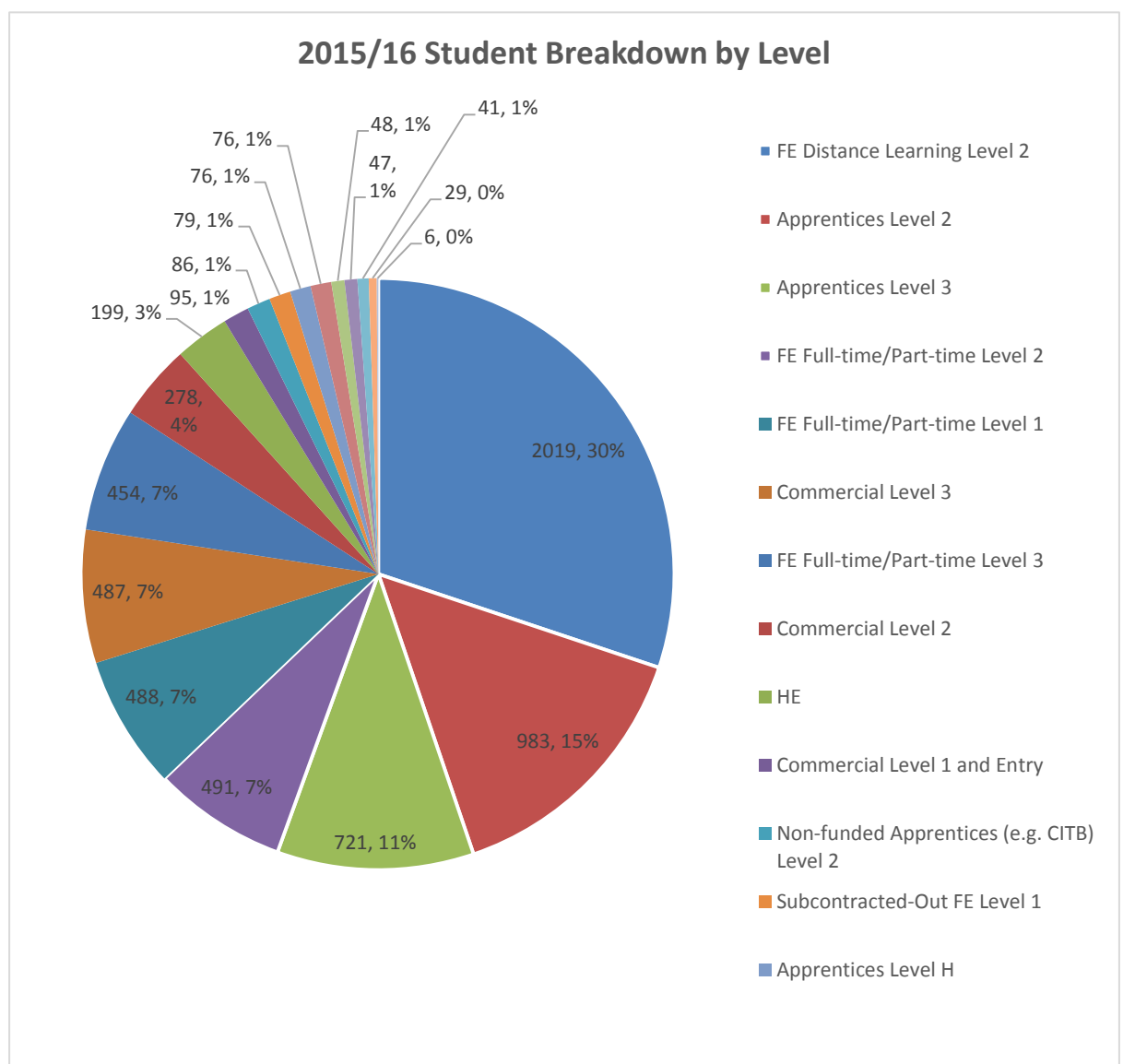
Our students are drawn from a wide geographical area across the county and country. The data presented includes details of students on Education and Training programmes (Classroom Based) and Apprenticeship programmes.

In 2015/16 the College enrolled 7,997 students which included 1,780 apprentices and 650 16-18 year olds on full-time study programmes,

Distance learning accounts for 30% of total enrolments which is focused on providing professional courses for the caring and nursing professions in line with College priorities and local sector needs.

The detailed breakdown of student enrolments is shown in the chart below.

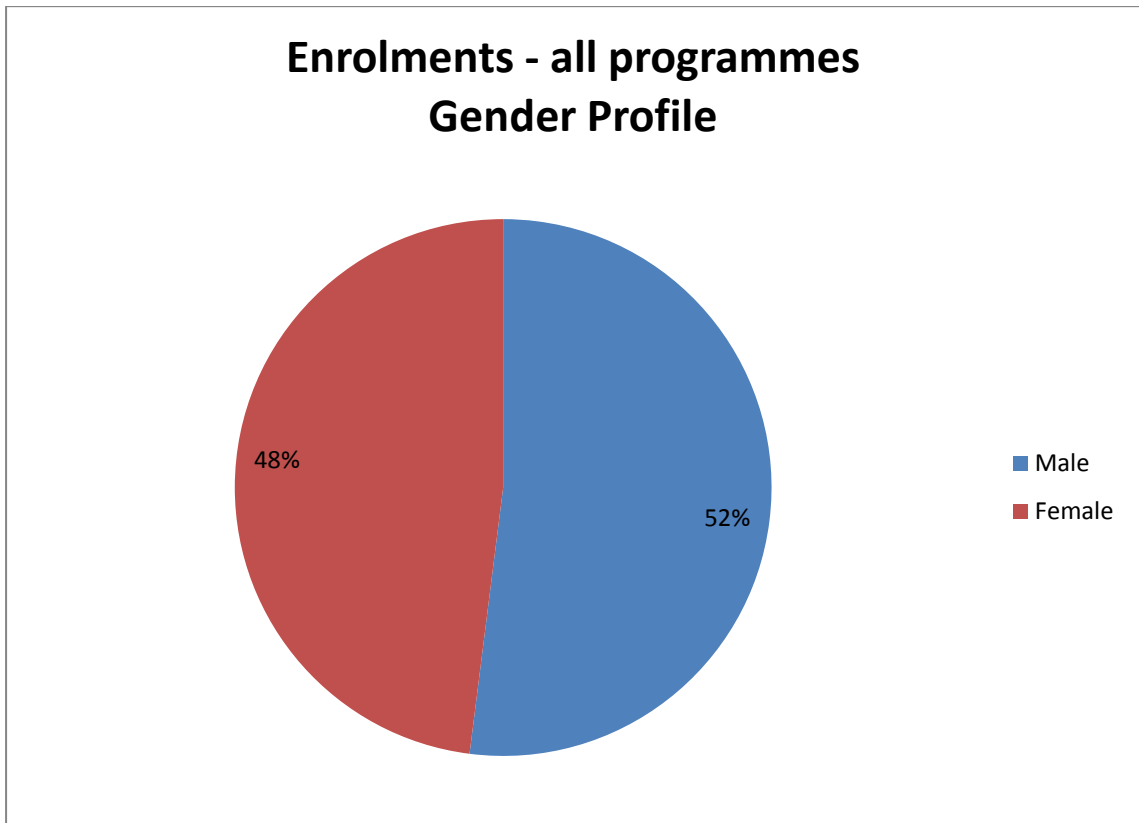
Enrolments



Student Profile

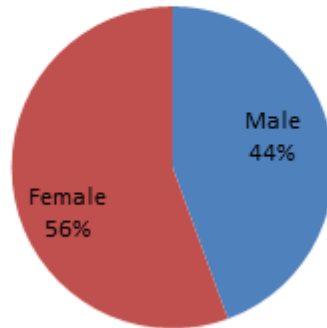
Gender

The gender profile for all students on all programmes is 52% male and 48% female.

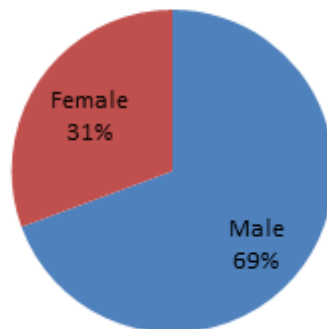


The detailed analysis for Education and Training programmes and Apprenticeship programmes is shown below:

15/16 - Education and Training Gender Profile

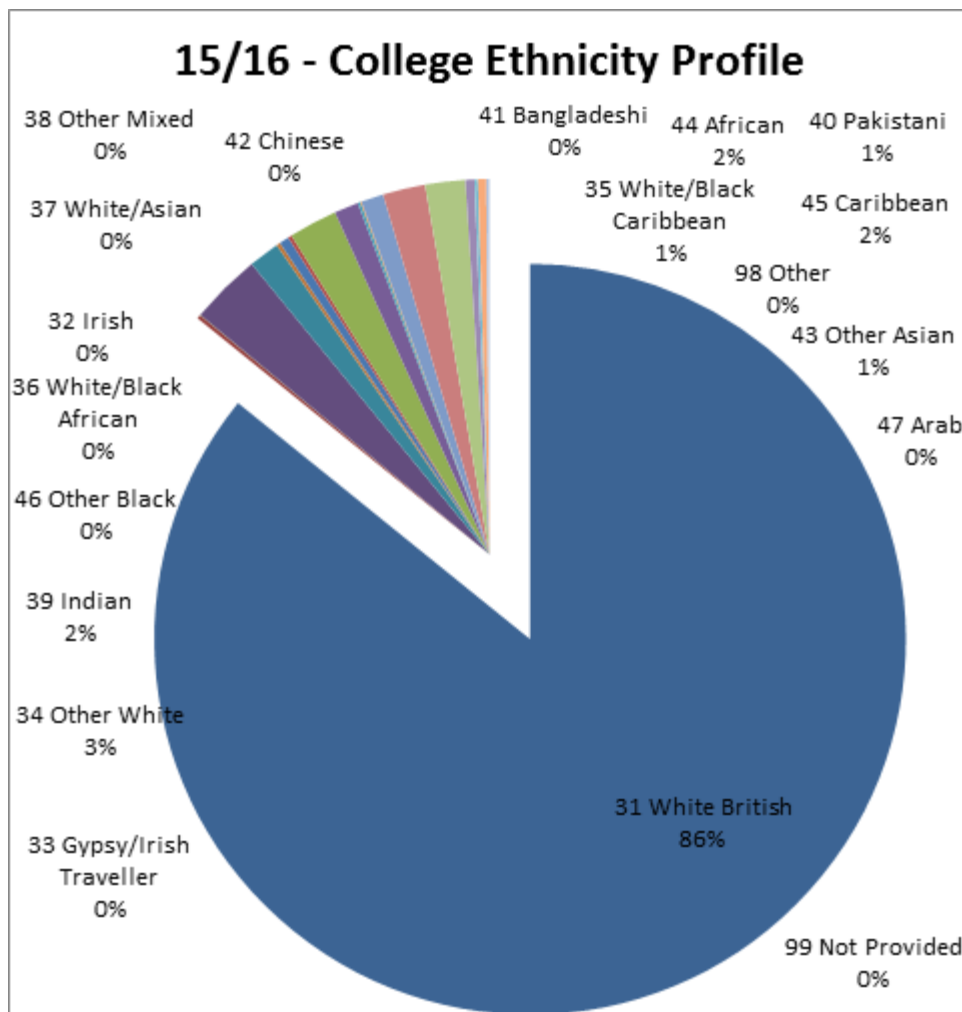


15/16 - Apprenticeship Gender Profile

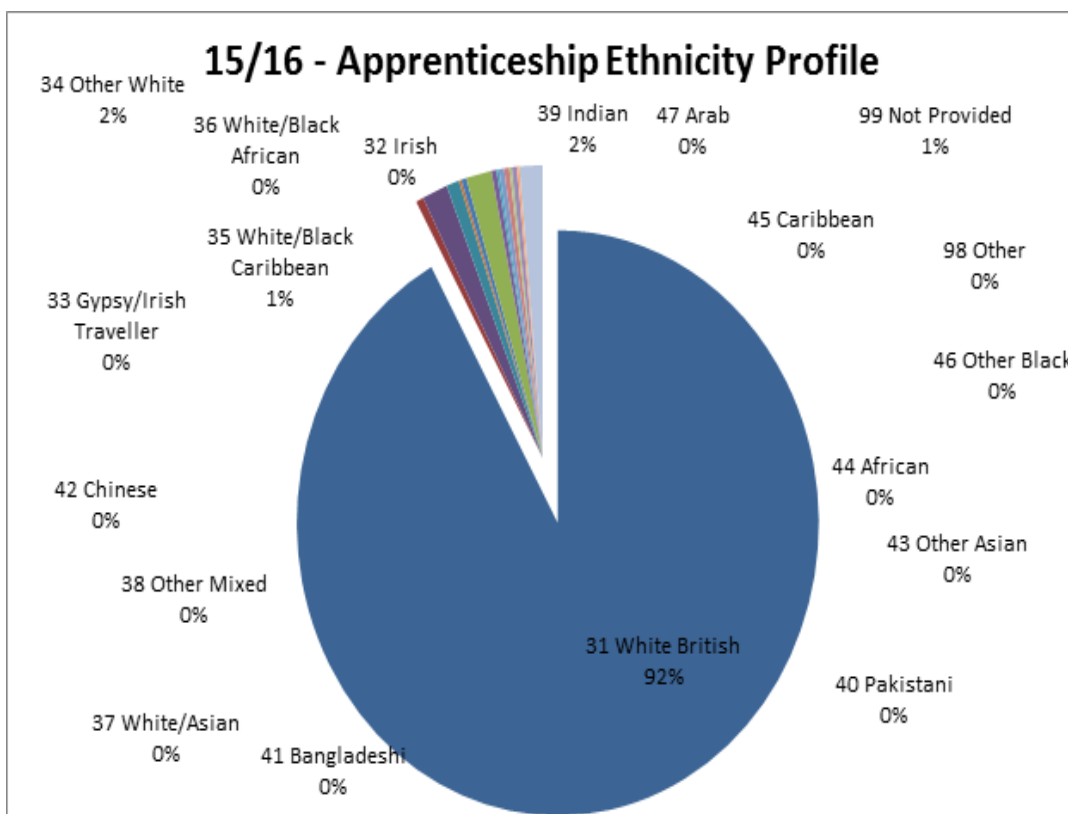
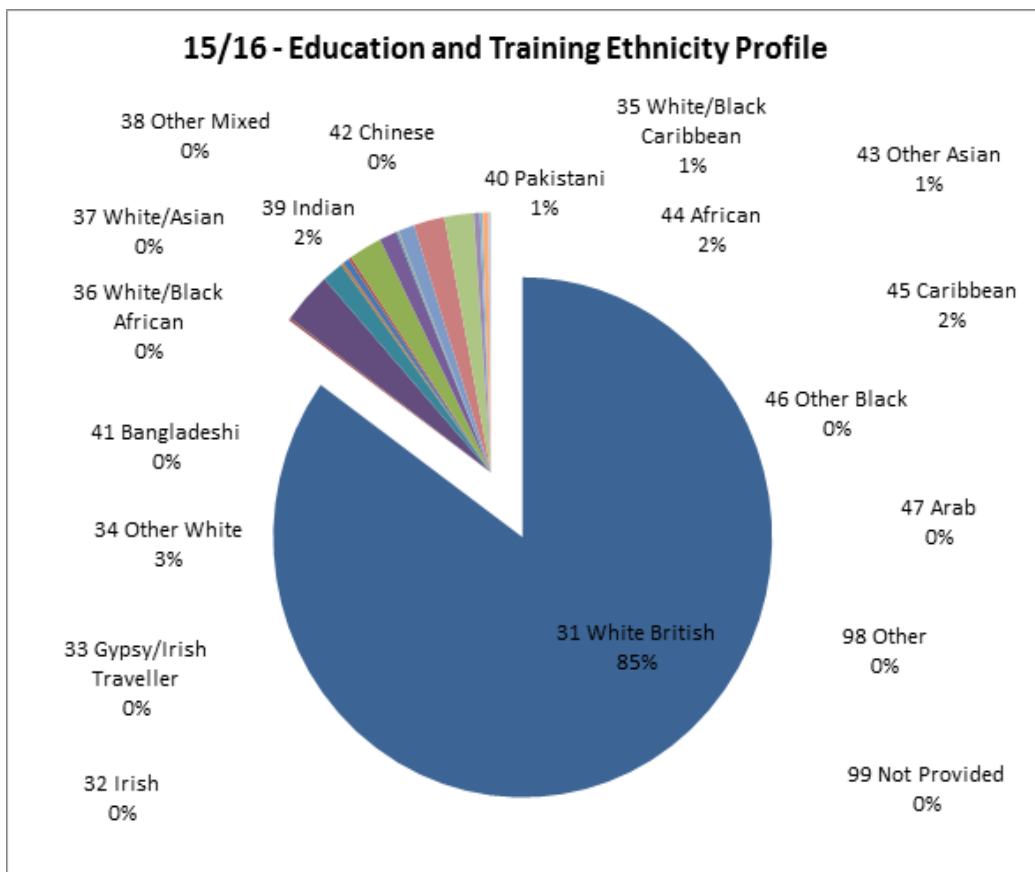


Ethnicity

9% of the student population is comprised of students from Black and Ethnic Minority Groups (BAME). This is broadly comparable with the College's workforce, both of which compare well with the demographic of Leicestershire as a whole, according to the 2011 census. The population of North West Leicestershire is 98% white British.

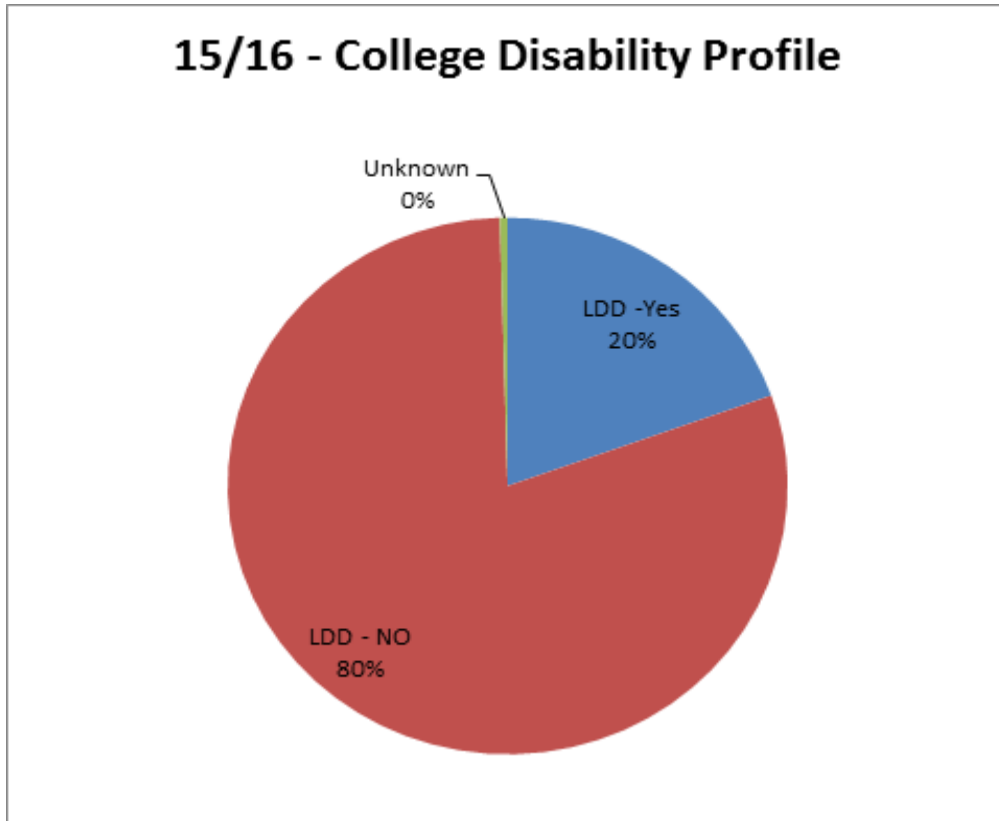


The detailed analysis for Education and Training programmes and Apprenticeship programmes is shown below:



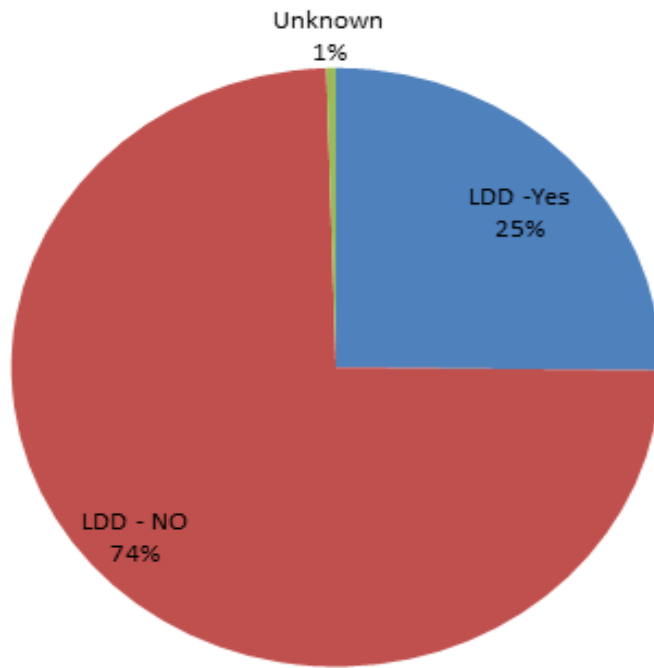
Disability

20% of the student population is comprised of students with a learning difficulty and/or disability.

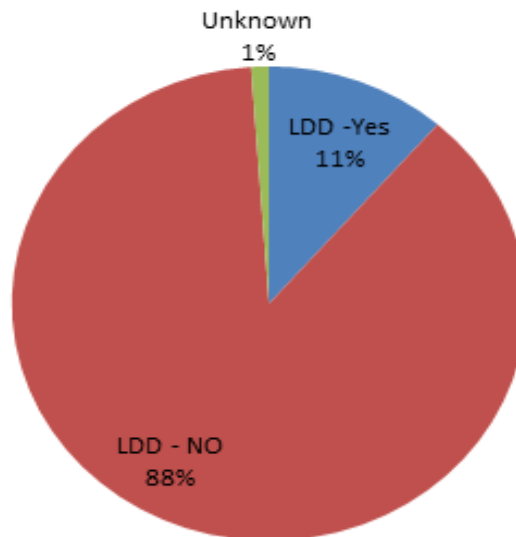


The detailed analysis for Education and Training programmes and Apprenticeship programmes is shown below:

15/16 - Education and Training Disability Profile



15/16 - Apprenticeship Disability Profile



Student Achievement and Success

Equality and diversity data is analysed for each curriculum area to analyse performance of different groups of students according to ethnicity, gender and learning difficulties and/or disabilities.

The majority of students complete their courses and achieve their qualifications. Students' success rates are broadly in line with sector averages.

Education and Training programmes

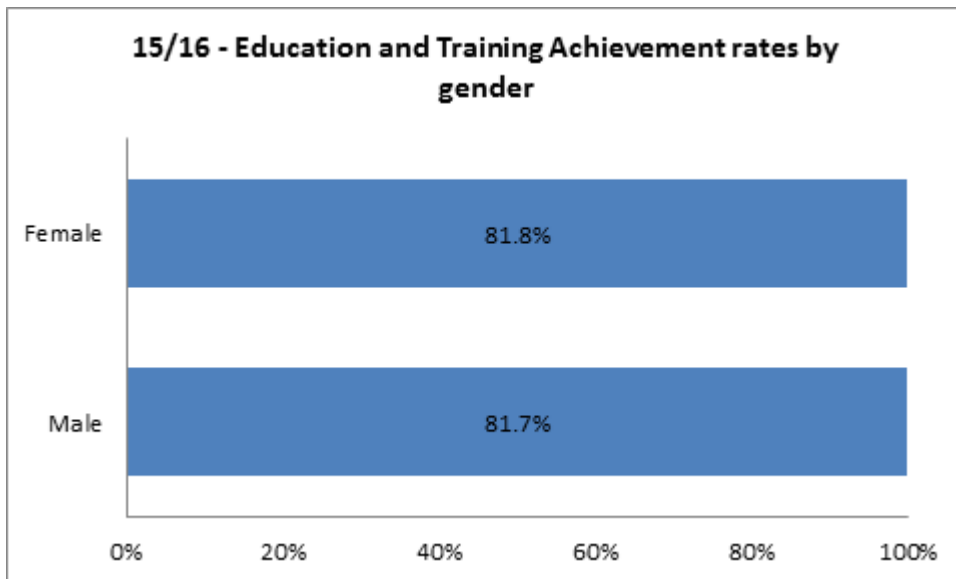
The College's overall education & training timely achievement rate is 86.5% for 2015/16 against the national rate (2014/15) of 82.2% but there are variations across different levels and ages.

Education & Training Achievement Rates Summary - Timely					
	2013/14	2014/15	2015/16	2014/15	Variance
				National Rate	
Achievement	86.7	87.1	86.5	82.2	+4.3

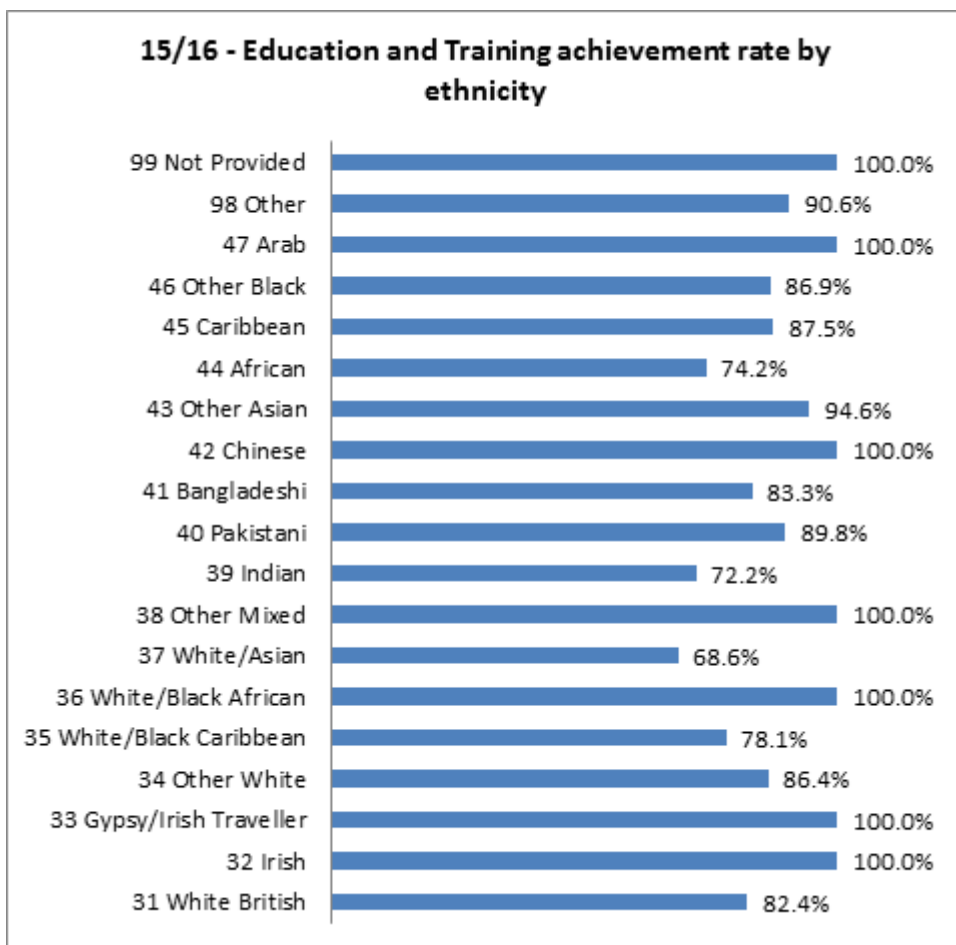
Overall education and training qualification pass rates are good at 93.1% in 2015/16 against a national rate of 90.9%. Timely achievement rates remain good at 87.2% which is 3.8% above 2014/15 national rates.

Education & Training Rates Summary - Overall					
	2013/14	2014/15	2015/16	2014/15	Variance
				National Rate	
Retention	96.2	96.0	93.7	91.7	+2.0
Pass	95.5	93.0	93.1	90.9	+2.2
Achievement	91.9	89.3	87.2	83.4	+3.8

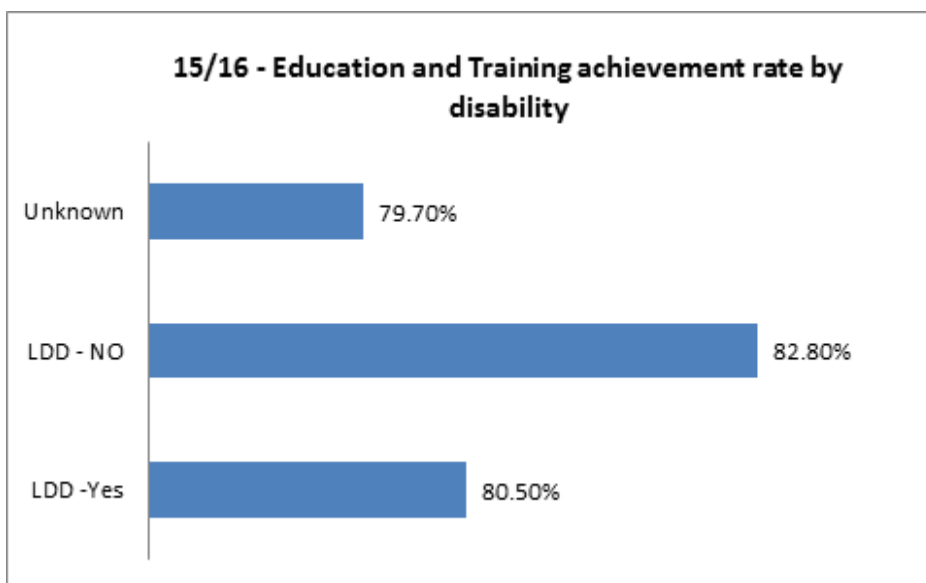
A detailed analysis of students' achievement and success by gender, ethnicity and disability is shown below:



There is no significant achievement gap between the achievement rates of male and female adult learners, and outcome for both remain above national rates. Female learners in the 16-18 cohort, however, achieved marginally less well than male learners.



A small number of 16 to 18 learners declaring Indian ethnicity achieve less well than learners from other backgrounds. Learners in the same age group of mixed white and Asian heritage also achieve less well than learners from other ethnicities.



The achievement of students declaring a learning difficulty is broadly in line with those with no learning difficulty at all ages.

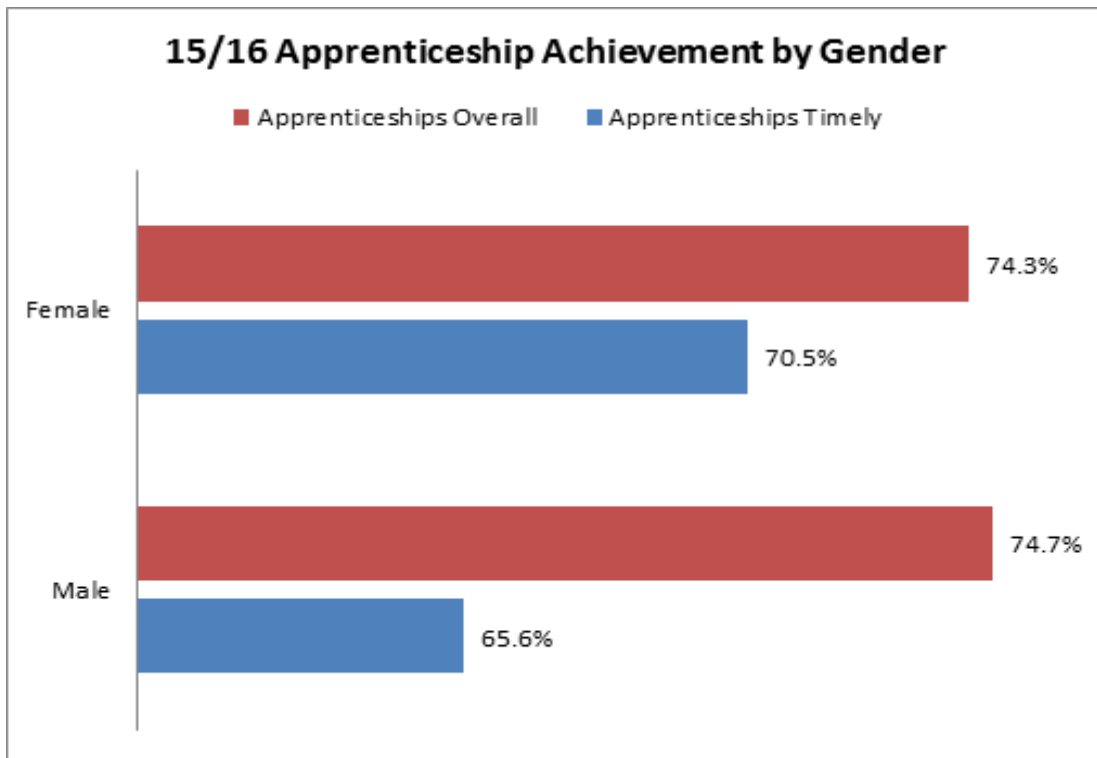
Apprenticeship Programmes

College apprenticeship success rates are good compared against national rates. The overall success rate for 2015/16 is 73.9% against a 14/15 national rate of 71.7%. Timely success also remains above national rates at 65.1%.

Apprenticeship Overall and Timely Success Rates

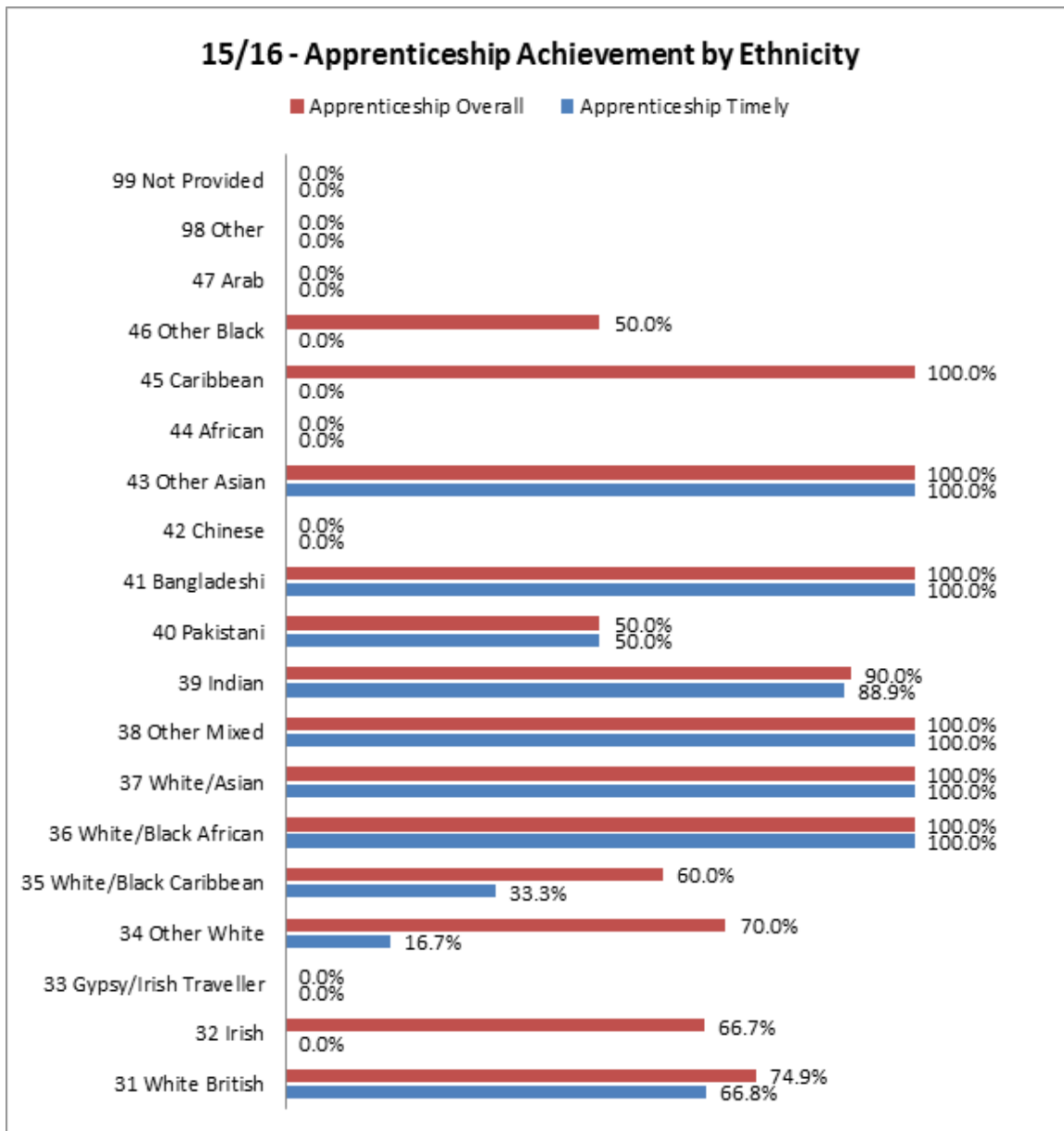
	12/13	13/14	14/15	15/16
Overall college	76.1	72.4	78.2	73.9
Overall national	72.3	68.9	71.7	-
Timely college	57.4	58.9	73.8	65.1
Timely National	56.2	54.7	58.9	-

A detailed analysis of students' achievement and success by gender, ethnicity and disability is shown below:

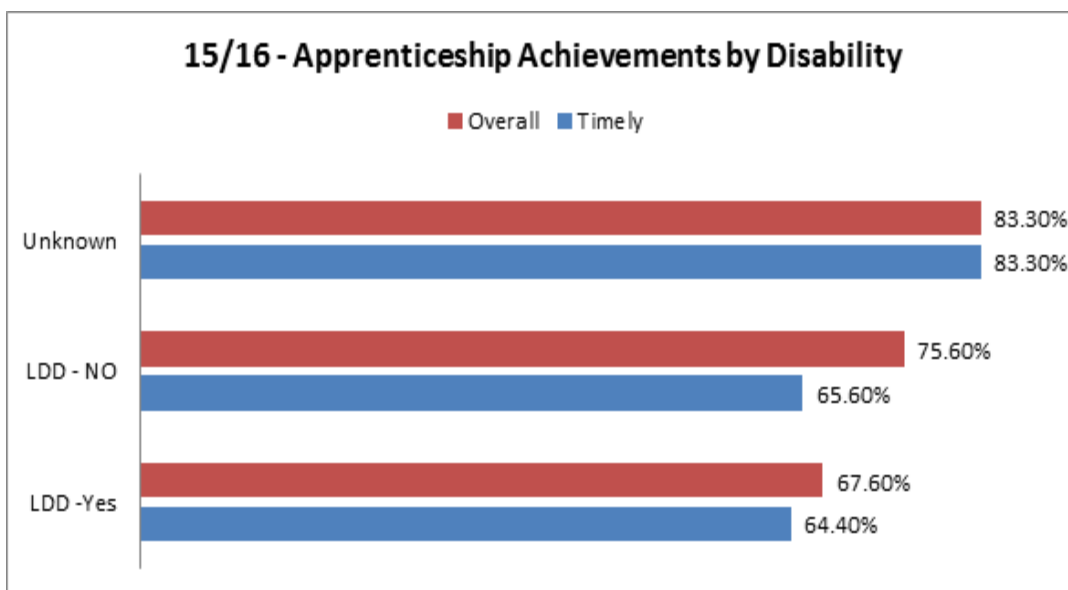


The achievement gap between female and male students overall apprenticeship rates has closed.

Achievement rates for male students on level 2 apprenticeship programmes have risen to 79.9% and are now marginally above the achievement rates for females of 77.5%



There are no significant gaps in achievement of students of different ethnic groups on apprenticeship programmes.



Student Destinations

The College is committed to ensuring that all programmes lead to strong and sustained progression into employment, further or higher education for all groups of students.

Progression rates into sustained destinations for adults are above national rates. Progression rates into sustained destinations for Level 3 16-18 students have improved dramatically and apprenticeship destinations for this cohort is nearly double the national rate.

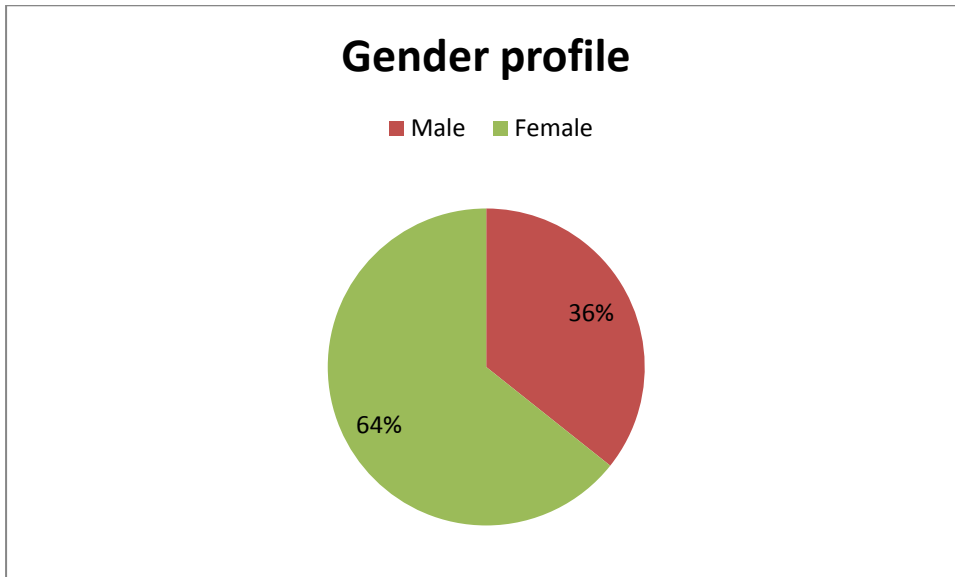
Due to the vocational mix of College provision, many 16 – 18 learners progress into full time or part time further education study, apprenticeship or employment rather than Higher Education. However the college recognises the need to develop strategies to further promote progression into Higher Education, particularly for students on full-time study programmes, thus, have a strong working partnership with the NEMCOM and REACH projects which focus on raising aspirations to higher education for disadvantaged areas and learners.

Further detailed analysis of sustained destinations by gender, ethnicity and disability will be completed early in 2016-17 and will be discussed in detail in future annual reports.

6. Workforce Data

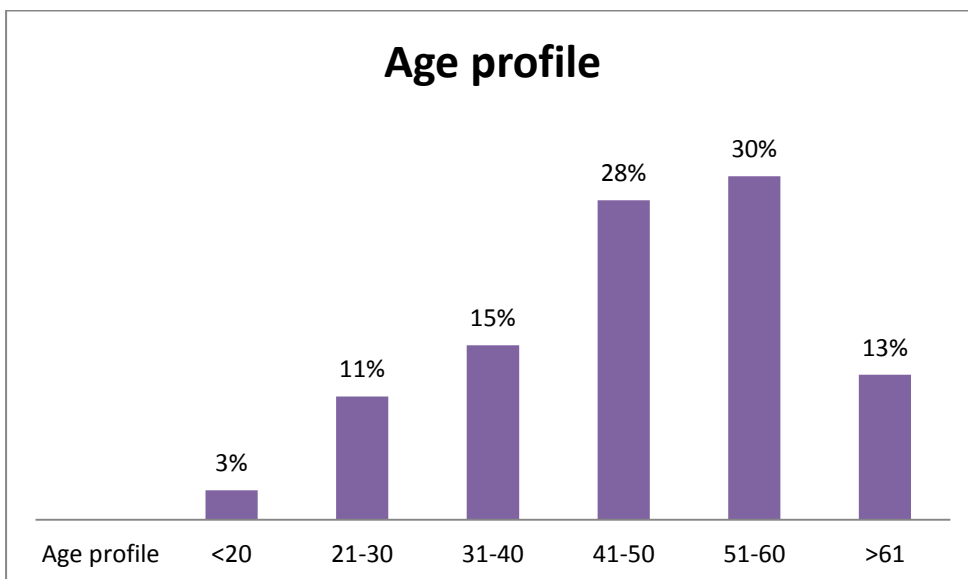
The College has more than 350 employees in a variety of roles with a range of specialist and technical expertise.

Gender profile



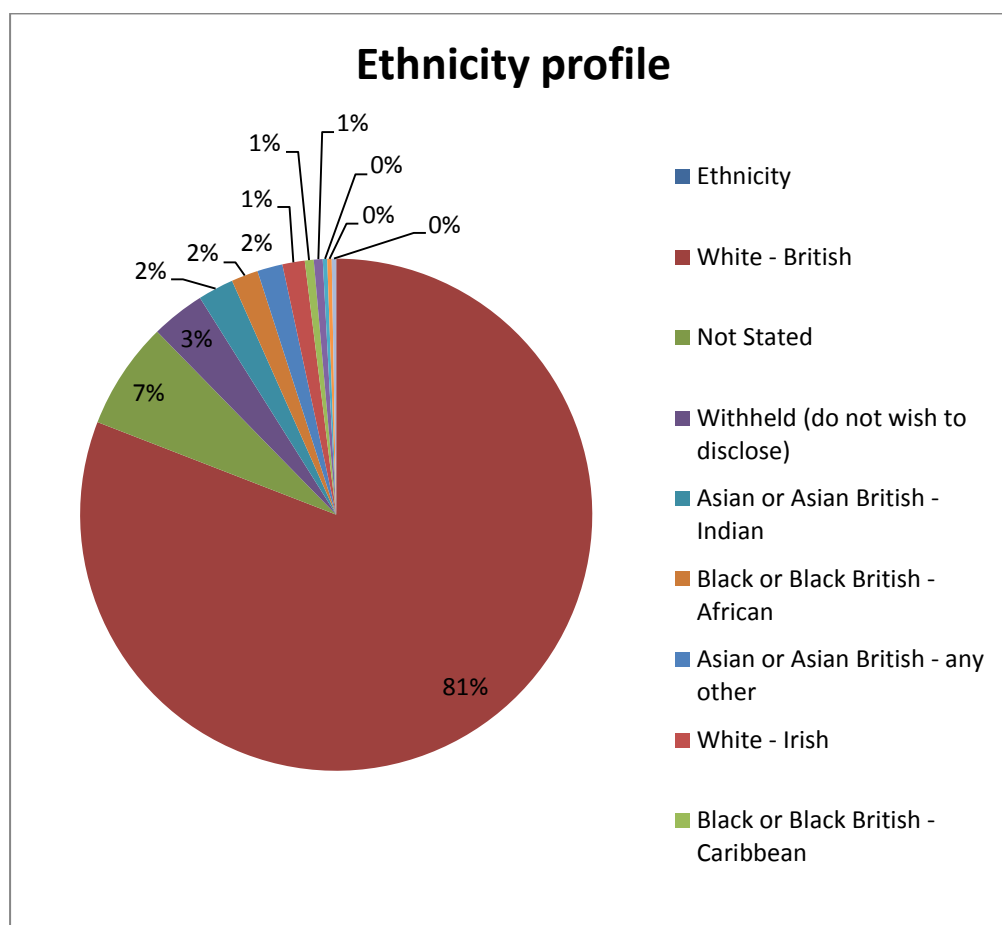
The College's workforce is 64% female and 36% male. This is broadly in line with the Further Education Sector as a whole and is little changed from the data reported in previous years.

Age profile



The College has an aging workforce with 43% of all College staff aged 50 years and above. This reflects the position within the Further Education Sector as a whole.

Ethnicity profile

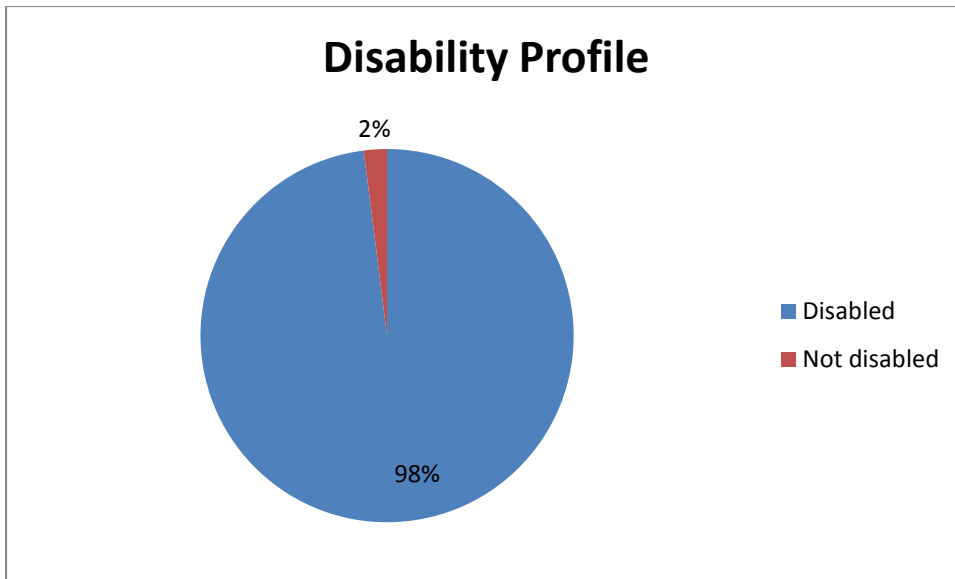


The College continues to employ a largely White British workforce (81%), which is reflective of the local community of North West Leicestershire where the population is approximately 98% White British.

Employees from black and minority ethnic groups (BAME) make up approximately 8% of the College's overall workforce, which compares reasonably favourably with the demographics of Leicestershire as a whole, where approximately 8.5% of the population is from a BAME group, according to the 2011 census.

Employees from BAME groups are under-represented in the College's workforce when compared to both classroom and work based learners.

Disability Profile



Employees who have declared a disability make up 2% of the College's workforce. The College recognises that it is likely that this does not reflect an accurate picture as a consequence of employees preferring not to declare a disability.

The College provides all employees with the opportunity and encourages them to disclose information relating to their disability or health conditions. Where individuals disclose they require support we work proactively with them to ensure they are supported within the internal and external working environment. Through the implementation of reasonable adjustments and regular reviews they can continue working.

The College will continue to seek to encourage staff to ensure that sensitive information is recorded and updated as part of an annual validation exercise.

7. Key Developments

Significant work has been undertaken in 2015/16 to ensure that the College's commitment and policy aims are effectively implemented.

Our aim is to:

- Promote equality and diversity across all its activities
- Foster and promote good relations between people of a diverse background
- Eliminate unlawful discrimination, harassment and victimisation
- Encourage and widen participation, raise standards and advance aspiration for all.

The following provides a summary of our activities and their impact during the year:

- The College engaged with Faith In the Community leaders, where the College's Senior Management team and Governors attended religious temples in Leicestershire to further develop and build relationships and improve understanding in order to roll this out to learners on study programmes in 2016/17 academic year.
- The College appointed a number of Progress Coaches who are responsible for engaging, mentoring, coaching and supporting learners on Study Programmes to achieve successfully. Tutorial workshops for all students have reinforced the College's commitment to equality, diversity and inclusion and have further developed students' understanding of their responsibilities as part of the College community.
- The College appointed a new SENCO to lead the delivery of SEND provision for students with learning difficulties and disabilities, including the delivery of specialist learning support.
- The College appointed a Work Experience Coordinator to lead the development and provision of high quality work experience opportunities for all groups of students in order to develop their employability skills, raise their aspirations and enable their sustained progression into employment, further or higher education.
- The College has facilitated a range of professional development interventions to ensure that all of our students benefit from excellent teaching, learning and assessment, irrespective of their background and that equality, diversity and inclusion is actively and effectively embedded into all learning sessions. The Quality Team has planned and delivered the **Teachers' Toolkit**, which included:
 - High quality assessment feedback that informs improvement
 - Setting lesson aims and objectives and dynamic lesson starts that engage students
 - Planning for high student engagement and high achievement
 - High impact interactive teaching strategies
 - Designing engaging learning materials
 - Strategies to actively promote equality and diversity and embed British Values within learning sessions

In addition the College facilitated training relating to recent SEND reforms, and SEND referral processes.

Evaluation of these sessions has been positive and further sessions are planned for 2016-17.

Furthermore our evaluations indicate that equality and diversity is being actively promoted and embedded within teaching sessions and in our most effective sessions, there is evidence of skilful use of questioning and carefully managed discussions to develop an applied understanding of the subject relevant to the vocational area of study.

- Schemes of work and lesson plans have been adapted to include equality and diversity and British Values as an integral element of teaching and learning practice. Teachers are now more aware of the importance of identifying naturally occurring opportunities within lessons to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This work has been further enhanced by posters affirming these themes in all College cluster and classroom areas.
- Our approach to student recruitment and advice and guidance have been reviewed to improve and standardise the processes cross all faculty areas, to ensure all students receive standardised information which ensures that they are sufficiently supported, irrespective of their background.
- All staff within the College have completed on-line Equality and Diversity, safeguarding and Prevent awareness training and this forms a mandatory part of our employee induction programme and employee probation procedures.
- The Quality Team and SEND Team have developed a resources library accessible for all staff via the College's Staffnet and HE Centre. These resources feature relevant and appropriate information on equality, diversity and inclusion topics, British Values, teaching strategies and resources to support students with learning difficulties/disabilities, to enable lecturers to access and use appropriate resources in their teaching and learning practice.
- The College has been recognised as a **Disability Confident Employer** by the Department for Work and Pensions. This endorses the College's positive approach to employing people with disabilities.

7. Priorities for 2016-17

The College has identified a number of priorities for action to build on our work during 2015-16 These will be reflected in the College's Quality Improvement Plan and Business Plan.

- Raise aspirations of white working class boys to improve success rates for this group
- Further develop strategies to actively promote and attract students to learning and working opportunities, which challenge occupational, curriculum and cultural stereotypes
- Continue to develop and enhance work experience placements for students providing high quality work experience for students across all programmes.
- Ensure that our shared values/British Values are effectively embedded into inductions for all groups of students
- Ensure that equality and diversity and shared values are embedded into our teaching, learning and assessment practice and that we provide opportunities for students to discuss sensitive and sometimes controversial issues in a safe environment.
- Enable students to expand their knowledge of different faith groups, including through our continued engagement with Community Faith Awareness project leaders
- Facilitate on-going professional development to ensure that teachers develop practical strategies to embed equality and diversity and British Values into their teaching and learning practice
- Analyse workforce recruitment data and develop positive action to address any identified barriers in our recruitment and selection processes to ensure that we attract a more diverse workforce and challenge occupational stereotypes
- Continue to self-assess against the requirements of the Disability Confident Employer scheme and improve practice, where appropriate
- Continue to regularly collect and analyse student destination data, identify and seek to address any identified barriers for particular groups and develop appropriate strategies to ensure all students, regardless of background, acquire the skills they need to make the successful next step