



Public Sector Equality Duty Report

2016

Foreword

Woking College is a Sixth Form College which provides a range of Level 3 courses (AS, A2 and BTEC) and Level 2 courses (English, Maths, Science GCSE and BTEC) to sixth formers. Level 1 courses are not always offered, but in September 2014 a Level 1 BTEC course in Travel and Tourism was added in response to student demand. Students also participate in a range of over 50 enrichment activities to enable additional academic, sporting, cultural and personal development opportunities.

The College also delivers a range of Entry, Level 1 and Level 2 in English and Maths courses at a number of sites in the Woking area which are specifically directed at adults. The courses take place at various times through the day right up to the evening and are held in a number of community centres where simultaneous childcare provision exists for parents attending our courses.

The College is committed to the success of all our students. It treats students as individuals and thus regards equality and diversity as an integral part of student learning. This commitment to treating students as individual learners is beyond doubt one of the many contributing factors for Woking College's ranking as the 5th of all Sixth Form Colleges nationally for A Level and Academic Progress in 2014.

To fulfil its Public Sector Equality Duty, the College is required to report on the elimination of discrimination, harassment and victimisation, the advancement of equality of opportunity and the fostering of good relations. Additionally, Woking College's own Equality, Diversity and Community Cohesion Policy incorporates the following governing principles:

Principle 1: All learners are of equal value

Principle 2: We recognise and respect diversity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: Staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult widely

The following report describes the progress the College has made towards meeting its own Equality and Diversity policy principles and the three aims of its Public Sector Equality Duty. Furthermore, it is hoped that the reader will recognise Woking College's continued commitment towards meeting the spirit of equality and diversity for its students and staff.

Data on the diversity of students, staff and recruitment are contained in the Appendix. The College's SAR 2014, available on request, contains information on student results and other E & D outcomes.

How principles and duties were met in 2015

Woking College Principle 1: All learners are of equal value

- The College lesson observation scheme monitors the practice of equality and diversity in actual lessons to ensure all students are able to participate and progress equally.
- All Schemes of Work are monitored to ensure equality and diversity is included in the teaching and resources of subject departments.
- Results data and survey data is analysed in order to identify any potential performance gaps. Results data and survey data is analysed in order to identify any potential performance gaps. Analysis of this data has led to a widening of the College's curriculum offer, with the result that students of British Pakistani background are generally achieving as well as students from other ethnic groups at Level 3.
- Screening systems direct students at the lower and higher ability end to appropriate programmes of guidance and support. With 12% of our students receiving designated support, we believe the College provides extensive support and is inclusive towards students who have personal educational needs.
- The annual student survey specifically asks the questions whether students feel safe and are treated fairly. In 2015, 96% of students agreed with this statement.
- Increased efforts have been made to aid the prospects of students who are not progressing to university by increasing the number of employer talks and increased guidance by the College's Progression Department.
- A "Home Languages" programme allows students from non-British backgrounds to sit exams in their home language. This policy recognises prior achievements, boosts their grades and enhances their life chances.

Principle 2: We recognise and respect diversity

- Three equality and diversity weeks were organised in College in 2014/5 around the themes of disability, cultural identity (including British values) and transgender awareness. Each week involves publicity events, tutor group discussions and cultural activities.
- Equality and diversity issues are regularly discussed during tutor periods as part of a taught curriculum of personal development.
- The College provides opportunities for staff and students of a range of various backgrounds to meet or worship (Prayer Room, Christian Union, International Club, Gay Straight Alliance)
- The College site has many visual reminders of the College's diversity. Departments display information on successful individuals with protected characteristics and a large number of portraits of former students from a range of backgrounds adorn the College's corridors. Visitors frequently comment on how these portraits convey a very inclusive image of Woking College.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

- The "International Club" brings students with diverse backgrounds together and their activities inform all students of their background e.g. international cuisine for a day in the canteen.
- The ESOL and adult provision is based close to the town centre specifically to provide access to education for learners with protected characteristics, specifically women with a wide range of ethnic backgrounds.
- Various fund-raising activities engage students with the needs of people in less fortunate circumstances than themselves. Students of Woking College regular support Woking's Lions Club through College charity fairs and food parcels.
- As mentioned above, three themed weeks on E & D issues which are shared by staff and students remove stereotypes and encourage discussion among students and between students and staff.
- The College operates a no tolerance policy on harassment or discrimination based on the Equality Act's protected characteristics.

Principle 4: Staff recruitment, retention and development

- Staff development in 2014/15 on equality and diversity issues focused on transgender issues and E & D practice in the classroom.
- Staff develop further awareness of E & D issues as facilitators of tutor group discussions during the E & D themed weeks. Staff obtain extensive PowerPoint presentations with discussion prompts, video links and quiz answers in order to prepare and thereby develop themselves for the tutor group discussions.
- The College's Middle Management meetings are conducted at flexible times and on different days in order to enable part-time staff or staff with caring responsibilities to take part more easily. The College also adheres to a strict finishing time of 5 pm in recognition of staff commitments outside of College.
- The College attracts job applicants from a wide range of backgrounds. Among the largest section of staff (teaching), the College recruited new staff across all ages and several ethnic groups, thereby maintaining the diverse spectrum of current staff (see Appendix)

These measures assist in eliminating discrimination and advancing opportunity as outlined in the Public Sector Equality Duty 1.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

- Meetings have the permanent agenda item "Consideration of Equality and Diversity issues" to reflect on actions and decisions taken.
- The College works hard at identifying any performance gaps among students through use of results and student survey data. The results data from the years preceding 2014 revealed underperformance of students with British Pakistani backgrounds at Level 3. The College therefore enlarged its Level 3 BTEC provision and also enabled more course flexibility. The results since then showed there are generally no considerable gaps in value-added performance at Level 3 between students with British Pakistani backgrounds and students from other backgrounds. For one Department however, the results have for the first time not been as positive in the past. An analysis of the data did not reveal any obvious reasons for this gap. The situation will be reviewed following the results for the summer 2016 results to establish if there is a consistent trend.
- In its annual Self Assessment Report (SAR) the College analyses student results by gender and ethnicity by department. Where there are achievement gaps, departments are directed in their action plans to avoid a continuation of these performance gaps.

Principle 6: We consult widely

- The College has an Equality and Diversity Group which is chaired by the E & D Officer. A representative from the Student Council, the Gay Straight Alliance and the International Club attend these as well as staff from various departments. The group disseminates information to staff, participates in the College diversity weeks and discusses E & D issues which emerge. The group meets once a term.
- The College consults students formally 3 times in the year by means of 2 qualitative and one quantitative surveys. The quantitative surveys results are also analysed according to equality and diversity criteria to establish any trends. The 2015 survey results show the same learning experiences among male and female student responses. The breakdown by ethnicity also shows minimal differences across the various ethnic groups.
- The Student Council has an elected student representative for equality and diversity who attends the College's Equality and Diversity Group.
- Depending on need, interviews between senior managers and particular student groups are conducted to identify any concerns and possible actions.

These actions demonstrate progress towards meeting Public Sector Equality Duty 2 and 3.

Appendix

Breakdown of student enrolments (16-19 year olds)

Gender

	Male	Female
2015	51.1%	48.9%
2014	52.3 %	47.7 %
2013	50.0 %	50.0 %

Ethnicity

	White	Pakistani	Other BME	Mixed	Unknown
2015	75%	9.8%	8.9%	5%	1%
2014	74.6 %	11.7 %	9.4 %	3.7 %	0.6 %
2013	77.7 %	9.8 %	10.4 %	1.8 %	0.3 %

Age Group

	16-18	19+
2015	98.8 %	1.1 %
2014	96.9 %	3.1 %
2013	93.4 %	6.6 %

Adult enrolments

Gender	2013/14	2014/15	2015/16
Female	77.7 %	79.1 %	78.9 %
Male	22.1 %	20.4 %	21.1 %
Other	0.2 %	0.4 %	0.0 %

Ethnicity	2013/14	2014/15	2015/16
Mixed	0.9 %	1.5 %	3.96 %
Other BME	20.0 %	22.2 %	23.99 %
Pakistani	14.9 %	16.3 %	14.85 %
Unknown	0.0 %	1.3 %	0.0%
White	64.2 %	58.7 %	57.2 %

Of the general population in Woking, 84% are white, 7% are of a Pakistani background and 9% of various other BME backgrounds (2012 Census data)

Staff data

Age

under 26	6.9%
26-35	27.6%
36-45	20.7%
46-55	31.0%
56-65	10.3%
over 65	2.3%
Unspecified	1.1%

Gender

Female	65.5%
Male	33.3%
Neither term describes my gender	1.1%

Status

Civil partnership	2.3%
Co-habiting	16.3%
Divorced	7.0%
Married	62.8%
Separated	3.5%
Single	8.1%
In a relationship	1.1%
Unspecified	0.0%

Staff with children or person in care

Yes	42.5%
No	57.5%
Unspecified	0.0%

Ethnic origin

White British	80.5%
White Irish	1.1%
White other	6.9%
Black or Black British Caribbean	1.1%
Black or Black British African	1.1%
Asian or Asian British Indian	2.3%
Asian or Asian British Pakistani	2.3%
Asian or Asian British other	3.5%
Any other ethnic background	1.1%
Unspecified	0.0%

Religion or belief

Christian	45.2%
Muslim	4.8%
Hindu	3.6%
Buddhist	3.6%
Atheist	17.9%
Agnostic	20.2%
Humanist	2.3%
Spiritual	1.1%
Prefer not to say	4.8%
Other	4.4%

Disability

No	86.2%
Yes	6.9%
Prefer not to say	0.0%
Physical / mobility	2.3%
Mental health	3.5%
Learning difficulty	4.6%
Long standing illness or health condition	6.9%

Please note that multiple disability is possible.

Staff recruitment data

Management

3 Management posts advertised. Of these 2 were not filled.

All applicants returned the E&D form

Applications		
Gender	Male	9
	Female	11
	Not specified	0
	Total	20

Appointments	
Male	1
Female	0
Not specified	0
Total	1

Disability	Yes	1
	No	18
	Not specified	1
	Total	20

Yes	0
No	1
Not specified	0
Total	1

Age	Below 26	0
	26-35	7
	36-46	11
	47-55	1
	56-64	0
	65+	0
	Not specified	1
	Total	20

Below 26	0
26-35	1
36-46	0
47-55	0
56-64	0
65+	0
Not specified	0
Total	1

Ethnicity	Asian/Asian British Bangladeshi	0
	Asian/Asian British Indian	1
	Asian/Asian British Chinese	0
	Asian/Asian British Other	5
	Asian/Asian British Pakistani	0
	Black/Black British African	0
	Black/Black British Caribbean	0
	Black/Black British Other	0
	Mixed Other	0
	Mixed White/Asian	0
	Mixed White/Black Caribbean	0
	Mixed White/Black African	0
	White British	12
	White Irish	0
	White Other	0
	Romany traveller	0
	Not specified	0
	Other	2
	Total	20

Asian/Asian British Bangladeshi	0
Asian/Asian British Indian	0
Asian/Asian British Chinese	0
Asian/Asian British Other	0
Asian/Asian British Pakistani	0
Black/Black British African	0
Black/Black British Caribbean	0
Black/Black British Other	0
Mixed Other	0
Mixed White/Asian	0
Mixed White/Black Caribbean	0
Mixed White/Black African	0
White British	1
White Irish	0
White Other	0
Romany traveller	0
Not specified	0
Other	0
Total	1

Teaching Staff

17 posts were advertised and filled.

8 applicants did not complete the E & D form and are not included in these figures.

Applications		
Gender	Male	61
	Female	75
	Not specified	0
	Total	136

Disability	Yes	5
	No	126
	Not specified	5
	Total	136

Age	Below 26	25
	26-35	44
	36-46	29
	47-55	26
	56-64	8
	65+	1
	Not specified	3
	Total	136

Ethnicity	Asian/Asian British Bangladeshi	0
	Asian/Asian British Indian	3
	Asian/Asian British Chinese	1
	Asian/Asian British Other	4
	Asian/Asian British Pakistani	5
	Black/Black British African	7
	Black/Black British Caribbean	2
	Black/Black British Other	0
	Mixed Other	0
	Mixed White/Asian	2
	Mixed White/Black Caribbean	1
	Mixed White/Black African	0
	White British	94
	White Irish	2
	White Other	9
	Romany traveller	0
	Not specified	2
	Other	4
	Total	136

Appointments	
Male	5
Female	12
Not specified	0
Total	17

Yes	0
No	17
Not specified	0
Total	17

Below 26	4
26-35	8
36-46	2
47-55	2
56-64	0
65+	1
Not specified	0
Total	17

Asian/Asian British Bangladeshi	0
Asian/Asian British Indian	0
Asian/Asian British Chinese	0
Asian/Asian British Other	0
Asian/Asian British Pakistani	1
Black/Black British African	1
Black/Black British Caribbean	0
Black/Black British Other	2
Mixed Other	0
Mixed White/Asian	1
Mixed White/Black Caribbean	0
Mixed White/Black African	0
White British	11
White Irish	0
White Other	1
Romany traveller	0
Not specified	0
Other	0
Total	17

Support Staff

11 support roles advertised and filled.

5 applicants did not return the E&D form and are not included in these figures

Applications		
Gender	Male	42
	Female	32
	Not specified	0
	Total	74

Appointments	
Male	4
Female	7
Not specified	0
Total	11

Disability	Yes	2
	No	71
	Not specified	1
	Total	74

Yes	
No	
Not specified	
Total	0

Age	Below 26	18
	26-35	21
	36-46	14
	47-55	12
	56-64	5
	65+	2
	Not specified	2
	Total	74

Below 26	4
26-35	3
36-46	0
47-55	3
56-64	1
65+	0
Not specified	0
Total	11

Ethnicity	Asian/Asian British Bangladeshi	0
	Asian/Asian British Indian	0
	Asian/Asian British Chinese	0
	Asian/Asian British Other	3
	Asian/Asian British Pakistani	2
	Black/Black British African	2
	Black/Black British Caribbean	1
	Black/Black British Other	0
	Mixed Other	0
	Mixed White/Asian	0
	Mixed White/Black Caribbean	1
	Mixed White/Black African	0
	White British	53
	White Irish	1
	White Other	7
	Romany traveller	0
	Not specified	2
	Other	2
	Total	74

Asian/Asian British Bangladeshi	0
Asian/Asian British Indian	0
Asian/Asian British Chinese	0
Asian/Asian British Other	0
Asian/Asian British Pakistani	1
Black/Black British African	0
Black/Black British Caribbean	1
Black/Black British Other	0
Mixed Other	0
Mixed White/Asian	0
Mixed White/Black Caribbean	0
Mixed White/Black African	0
White British	9
White Irish	0
White Other	0
Romany traveller	0
Not specified	0
Other	0
Total	11

