



Single Equality Report

2017 – 2018

South Gloucestershire & Stroud College



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Introduction

This report provides an overview of South Gloucestershire and Stroud College's (SGS) performance and key actions in relation to Equality and Diversity over the year 2017-18. It also provides information on progress and developments that the College has made over the last three years by highlighting trends; it should be read in conjunction with the South Gloucestershire and Stroud College Single Equality Policy.

SGS College is committed to Equality and Diversity and this is evidenced through both the College's core and main priorities and its values, which implicitly and explicitly seek to ensure equality of opportunity for all.

Responsibility for implementing and advancing Equality and Diversity falls to everyone connected with the College and is driven and monitored from the most senior levels within the organisation.

This report describes and seeks to show how we actively work to advance Equality and Diversity and eliminate any form of discrimination in line with our College Mission, Values, Culture, Policies and Procedures and in compliance with The Equality Act 2010.

South Gloucestershire and Stroud College is inclusive and the promotion of equality and diversity are core to our priorities. Diversity is celebrated, by the inclusive nature of the curriculum, throughout curriculum delivery, with groups and with individuals, and through a College-wide programme of events.

The College strives to use the principles, ethos and values of Equality and Diversity to underpin and drive the enhancement and improvement of an inclusive, welcoming, inspiring and safe College culture whose core purpose is to improve outcomes that raise standards and improves the lives of individuals.

Equality and Diversity is well embedded at all levels throughout the College. There is an established Learner Experience and Engagement Committee, chaired by the Office of the Assistant Principal Quality which plays a key role in supporting, assessing and monitoring practice as well as in making recommendations for improvement and development. The College's approach to teaching, learning and assessment has also contributed significantly to a greater level of respect and improving learner behaviour; consequently learners are now more prepared for life and work with a diverse society. The College's key delivery mechanism for Equality and Diversity is a Single Equality Action Plan and a Single Equality Policy which sets out the College's intended objectives in its pursuit to continuously develop and progress in this area.

All of South Gloucestershire and Stroud College's activities are underpinned by a comprehensive Single Equality Policy which aims to ensure that: -

- SGS is recognised as the College of choice [linked to Strategic priority 1];
- All who learn and work at the College have the opportunity to participate fully and achieve their full potential [linked to Strategic priority 2];
- The College's environment is welcoming, supportive and safe [linked to Strategic priority 3];
- Physical, social and economic barriers to access are minimised or removed; and,
- Everyone accepts their responsibility to uphold Equality and Diversity and demonstrate respect of all others [linked to Strategic priorities 4, 5 & 6];

Our Single Equality Policy goes beyond mere compliance with the Equality Act 2010 by providing clear statements in respect of all protected characteristics set out by law.

The College believes that every individual has the right to education, fair treatment, respect and understanding. Also, that people's ability to achieve their full potential should not be hampered by prejudice or unfair discrimination, and everyone should have an equal opportunity to participate within our community and wider society.

The College values the benefits that diversity and difference bring to society and actively promotes these within its communities and beyond. It raises awareness of Equality and Diversity and proactively goes about combating all forms of inequality, disadvantage, prejudice, unfair discrimination and mistreatment within its communities.

The College continues to refine its Equality Impact Assessment and Analysis (EqIAA) Toolkit and this is proactively used in examining the College's work to ensure that all policies and practices are effective in ensuring equality of opportunity for all.

At South Gloucestershire and Stroud College we monitor and analyse statistics in relation to staff and learners against the protected characteristics to eliminate any potential discrimination and action plan to develop any reasonable improvements in services and close any achievement gaps.

South Gloucestershire and Stroud College proactively seeks to work with staff, learners, families, employers, other stakeholders and partners to advance the understanding of equality and diversity, to foster good relationships and consult about our plans, procedures and developments.

We formally assess the impact that all new or updated policies may have upon any of the protected characteristics and look for all opportunities to advance and foster equality and diversity.

We embed the concept of Equality and Diversity deeply within our culture and our activities and procedures for all staff, learners and partners as well as work and external business links, including procurement.

The College endeavours to ensure that no person is discriminated against because of their gender, race, disability, sex, gender reassignment, sexual orientation, religion or belief (or none), social disadvantage, or socio-economic group, maternity, paternity or age and these endeavours were monitored in 2017-18 by the Learner Experience and Engagement Committee.

South Gloucestershire and Stroud College recognises and celebrates the diversity of individuals with the College community of learners, staff and other stakeholders. The College is totally opposed to any form of discrimination and will take appropriate action should discrimination take place.

The Senior Leadership Team are informed of progress towards developments and improvements via feedback from the Learner Experience and Engagement Committee and Governors are informed through their Corporation Meetings.

The Public Sector Equality Duty

Section 149 of The Equality Act 2010 details the Public Sector Equality Duty. The General Equality Duty is made up of three aims which state that the College must, in the exercise of its functions, have due regard to the need to: -

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it, by:

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low;
- Foster good relations between persons who share a protected characteristic and persons who do not share it by tackling prejudice and promoting understanding.

Progress report – where we are

This report reviews our progress against the 2018–20 equality objectives, which we published in March 2018. It covers the period January 2018 to October 2018. It is intended to act as a benchmark against which we will measure our progress over the coming years.

We developed the equality objectives in consultation with our staff, learners and other stakeholders. The equality objectives relate to our practices as an employer and service provider and consequently we have regard to them when developing corporate strategy and our policies and procedures.

South Gloucestershire and Stroud College is committed to being a force for improvement through all our work and as this review shows, we have taken significant steps towards meeting our equalities responsibilities.

Equality objective 1: To improve the capability of SGS College Governors, leaders, staff, learners and others to understand and address the legal obligations under the Public Sector Equality Duty and duties to reduce inequalities introduced by the Equality Act 2010.

Progress to date:

- | | |
|--|---|
| Target 1: To deliver an open in-house capability programme to all staff, including Governors and leaders, through a mixture of face-to-face and online training modules. | <ul style="list-style-type: none">✓ The College now has a fully interactive digital training resource that is updated annually.✓ All new staff are expected to undertake equality and diversity training as part of their induction and to refresh this annually.✓ 100% of staff, including Governors and leaders have completed Equality and Diversity training within the last 18 months |
| Target 2: To deliver an open in-house capability programme to all learners through an online training module. | <ul style="list-style-type: none">✓ The College has a fully interactive digital training resource for learners that it updated annually.✓ Teachers and Learners can access tutorial support for equality and diversity training.✗ 35% of learners do not recall training to improve their awareness of issues around equality and diversity. |
| Target 3: To evaluate the capability programmes and assess how to improve access to the programme via targeting and delivering customised programmes to improve the achievement of key programme outcomes (including how respecting equality and valuing diversity can eliminate social exclusion). | <ul style="list-style-type: none">✓ Through our self-assessment process we assess the extent to which we have due regard to relevant legal duties as set out in the Equality Act 2010. Curriculum teams assess how teachers and other staff promote equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work and to explore how best to build the capacity of teams with culture-changing remits and influence over others in relation to our Public Sector Equality Duty and other duties to reduce inequalities.✓ Through our self-assessment process and our improvement planning process we take into account the extent to which gaps in achievement between different groups of learners, including those with protected characteristics, are being narrowed.✓ Through the provision of learning, personal, medical and social care services, will assess the extent to which help, care and protection are sensitive and responsive to those with protected characteristics. |

Equality objective 2: To reduce the barriers experienced by individuals and specific groups of people who engage with the College with specific reference to identifying how to address issues in relation to inequalities in educational attainment.

Progress to date:

Target 1: To explore associated issues around literacy, including digital literacy, among target groups and how these can be addressed as part of the College's English and mathematics strategy.

- ✓ The College has renewed and re-launched its English and Mathematics Strategy which includes targets to ensure that learners, including those with protected characteristics, achieve positive progress by the end of their study programme.
- ✓ The College has embarked on an ambitious plan to improve the digital literacy of its staff and to enable them to engage more easily with learners, including those with protected characteristics.
- ✓ The College has invested in e-pen readers to support learners, including those with protected characteristics, with difficulties around literacy and has developed an immersive reading programme linked to our English and Mathematics Strategy.

Target 2: To identify good practice examples in a range of settings and explore how these examples can support rigorous oversight by the Human Resources function to ensure the removal of barriers in any recruitment, selection or career promotion process.

- ✗ 89% of the College's staff identify as 'White British', and our Bristol campuses have a 7% higher proportion of white British staff than the local population.
- ✓ The proportion of staff identifying as 'Black African', 'Chinese' or 'other ethnic group' matches the South West's ethnic diversity profile.
- ✓ The College continually reviews retention and exit interview data to find trends and to identify further areas of improvement. We also review learning and development opportunities for Black and Minority Ethnic (BAME) staff, and those with other protected characteristics, looking to become future leaders.

Target 3: To identify good practice examples in a range of settings and explore how these examples can support the removal of barriers to improved progression rates through classroom and work-place learning.

- ✓ Through our self-assessment process and our improvement planning process we take into account the extent to which gaps in achievement between different groups of learners, including those with protected characteristics, are being narrowed.
- ✓ The College continually reviews retention and withdrawal data to find trends and to identify further areas of improvement.

Equality objective 3: To continue to improve the representation and experience of LGBTQ+ stakeholders.

Progress to date:

Target 1: To facilitate the development of the LGBTQ+ Action Plan in conjunction with the Student Union.

- ✓ The College has re-invigorated its approach to Learner Services, re-branded as SGS Wellbeing and Student's Union Service and is investing in a Student's Union Liaison officer.
- ✓ The College has supported staff and learners to engage with the consultation around improvements to gender recognition and has supported the Trans Rights – Human Rights campaign.
- ✗ The College has yet to garner enough learner support to implement a LGBTQ+ specific action plan.

Target 2: To address, through the LGBTQ+ Action Plan, the increased likelihood of mental health issues and any restricted social mobility of the group. (Note the National Union of Students LGBTQ+ report, 'Education beyond the Straight and Narrow', found that 42% of LGBTQ+ respondents reported having experienced depression or anxiety, compared to 29% of non-LGBTQ+ respondents).

- ✓ The College continues to engage positively with a range of mental health support services and funds an internal counselling service that can be accessed by both staff and learners.
- ✓ The College has invested in a range of mental health training for staff and mindfulness and wellbeing for learners.
- ✓ Through our self-assessment process and our improvement planning process we take into account the extent to which gaps in achievement between different groups of learners, including those with mental health issues, are being narrowed. Mental health is not a barrier to achievement at SGS.
- ✓ Throughout 2017-18 there were no recorded instances of bullying in respect of LGBTQ+ status.
- ✓ The College has reviewed its library catalogue to support the promotion of positive LGBTQ+ literature.
- ✓ Through the College's Higher Education Widening Participation Strategy the College will seek to increase the participation of all prospective staff and learners, including those with a protected characteristic.
- ✓ The College has committed to positive engagement and sponsorship of this year's Bristol Pride event.

Target 3: To facilitate the effective implementation of the LGBTQ+ Action Plan.

- ✗ The College has yet to garner enough learner support to implement a LGBTQ+ specific action plan.
- ✓ The College is currently reviewing the need for and benefit of unconscious bias training to further eliminate discrimination; and our internal staff development team will continue to look at improved solutions to further raise understanding and awareness of LGBTQ+ issues and unconscious biases.

Advancing Equality of Opportunity

The following provides a range of information which examines the actions of SGS College which contribute to our overall work towards the achievement of these three aims.

We aim to give you all the skills you need to ensure that you are employable when you complete your study programme.

Speak with our Work Experience team to arrange your placement.

The Suited, Booted and Recruited (SBR) course continues to engage and prepare learners who are currently unemployed or not in further education to prime them for work by providing useful qualifications and employable skills including; relaxation techniques to help deal with stress and anxiety, First Aid at Work, job interview techniques, a current up to date CV as well as a free brand-new work outfit. SBR continues to support learners finding employment once they have completed the short 2-week course; despite improvements in the economy and higher employment levels.

In addition to SBR we have successfully implemented our progression course, 'Hired and inspired' for learners still looking for employment and 'Your Time' for learners at risk of becoming NEET (Not in employment, education or training). These courses align with the Job Centre Plus digital agenda and provide a learners with the opportunity to develop their employability skills.

The College remains a healthy and safe place to learn and work and 96% of learners state that the College is a safe place to learn. College Policies and Procedures which cover Equality and Diversity are detailed with all learners and staff at induction; all aspects of bullying, harassment, personal safety, wellbeing and e-safety are covered. 98% of learners are highly satisfied with the College induction and stated that the help provided by staff was good or very good. The College has a mandatory rolling programme of child and vulnerable adult safeguarding training, delivered at induction and as refresher updates.

In 2017-18 the College had a dedicated Multi-Faith College Chaplaincy and Cross College Counselling Team. Strong links also exist with external agencies providing support for CAMHS-CYPS, Social Services and the LADO, CAS Locality teams, PREVENT/Counter Terrorism Unit, Public Protection Unit, Police PCSO's, MIND, Somalian development group, Off the Record/Teams in crisis (external counselling), as well as other various external agencies and charities that offer support with welfare related issues.

The Counselling Team supports learners who have issues including relationships, mental health, abuse, confidence, self-esteem, anxiety and anger. The team are constantly building links with local and national organisations to ensure that all learners who request counselling receive the best possible, up to date and quality support. Contacts include agencies that support specific issues such as ARA (alcohol and drug use), Indigo (self-harm), BEAT (eating disorders) and MIND (mental health) plus statutory agencies such as CAMHS/CYPS, (Child and Adult Mental Health Service), Social Services and local GPs.

Safeguarding at SGS is outstanding. The Safeguarding Team is drawn from a wide variety of backgrounds, gender and curriculum departments to represent the diverse learner population and to allow opportunities for vulnerable learners to speak to relevant members of staff.

The College's MATRIX© accredited Learner Services Team continues to seek out and establish relationships that support the College's diverse community; this includes the Somali Community and most recently the Traveller Community, via the Traveller Liaison Officer.

The 16-18 Bursary, 19+ Discretionary Learner Support Fund and Disability Support Allowance accreditation continue to be successful in targeting those in greatest need.

College bursaries are extremely well managed and successful at targeting those in greatest need by reaching priority groups. Awards are based on individual circumstances, paid in termly instalments and learners are monitored throughout the academic year.

Bursary beneficiaries are not random recipients but rather the most disadvantaged; therefore, these funds play a significant role in supporting learners from non-traditional groups to succeed in FE and improve performance of all learners needing financial and personal support. The College's Money Management Service (MMS) continues to be a highly visible pro-active service that is easily accessible to all learners, potential learners, staff, parents and carers. Learners are referred by curriculum and corporate staff, external agencies, parents or direct by self-referral. Information on all available services are easily accessible to all learners via our College portal, website, staff members or Learner Services department.

The College's Careers Advisers provide support during triage with in depth information, advice and guidance and throughout 2017-18 they have made strong progress at meeting the Gatsby Foundation© Benchmarks for Careers Advice and Guidance.

South Gloucestershire and Stroud College continues to offer many highly successful Sports Academies under the name 'Bristol Academy of Sport' and 'Stroud Academy of Sport'. These academies enable learners to reach their full potential in their chosen sports as well as achieving academically. Thirteen Sports Academies (male rugby union, female rugby union, rugby league, female football, male football Filton, male football Stroud, basketball, netball, golf, table tennis, American football, cricket and boxing) are supported by outstanding facilities and professional sports coaches providing professional training, nutrition guidance and coaching for learners.

The College has gained national championship status in 3 sports (basketball, table tennis, and golf), and regional championship status in 5 sports (female football, table tennis, basketball, individual athletics, and golf).

The College works with the Rugby Football Union, The Rugby Football League, The Football Association, Table Tennis England and the English Colleges Amateur Boxing Association.

South Gloucestershire and Stroud College's WISE Campus is one of the best athletics venues in the West of England as well as the stadium for Bristol Academy Women's Football Club, one of the eight founding teams in the FA Women's Super League.

All College academies have clear exit routes and progression pathways with senior teams available and links with professional clubs.

SGS College is a disability friendly College and all campuses have wheelchair access. Learners with disabilities are invited to train and play alongside able-bodied learners. We currently work alongside

our 2 respective County Sports Partnerships (Wesport and Active Gloucestershire) to ensure inclusion activities are always on offer at each campus.

The number of Black, Minority and Female Learners, within the Sports Academies, is commensurate with those in the core curriculum. We aim to be inclusive to all learners, regardless of their backgrounds.

Volunteering is encouraged and is a powerful supportive and motivational tool which encourages young people to make a positive contribution to their communities and prepare themselves for work. All learners are supported and encouraged to make positive contributions to both the College and the wider community, as well as responding to national and international initiatives and concerns. Learners take part in a wide range of activities, including: -

- Disabled and Non-Disabled athletes train and play alongside each other at County, Regional and International levels;
- A wide range of Female and Male sporting opportunities, and in some sports, training alongside each other;
- Performing Arts learners take theatre to local schools and regional theatres as well as putting on at least 5 productions a year at the College Olympus Theatre;
- Sports learners and staff worked with over 800 school children in numerous sports and activities;
- Sports learners and staff worked with primary, secondary and special needs schools and continued to work with young offenders;
- A number of talks were held this academic year, which produced excellent learner-led ideas to prevent bullying in College;
- Partnership working with Job Centre Plus to provide opportunities for unemployed adults;
- Community learning delivers literacy, numeracy and basic IT courses to up-skill local communities; helping learners to develop both career and personal goals.

The Student Union offers, for example, Quit smoking support sessions, Sexual Health drop in services, Enrichment programmes including First Aid & British Sign Language sessions as well as a wide range of sports activities. Cultural awareness months with free international food and quizzes, International trips to the Philippines, Barcelona, Amsterdam and day trips to London, the Clothes Show and Alton Towers. Locally organised volunteering schemes, working in collaboration with CVS South Gloucestershire (Registered Charity Number: 1099702). Awareness days including wellbeing week and Volunteering & Citizenship week. Charity fundraising for Children in Need and Red Nose Day and a Student Council where learners from all departments have a voice and action requests from fellow learners. This runs alongside the departmental Voice of the Learner meetings.

The College's Quality Enhancement Team is very effective in identifying the needs of all staff and provides a breadth and depth of training opportunities that are linked to appraisals and the College's wider strategic objectives.

Continuing professional development is delivered throughout the academic year and focuses upon the development of knowledge and skills, but also building confidence, morale and self-esteem. The implementation of a programme of events around collaboration and sharing best practice has helped to bring individuals, departments and faculties closer together. Training is designed to meet the specific needs of individuals who undertake a training needs analysis on a 2-year cycle; the peer practitioner role is there to support staff to develop, but also provides opportunities for internal

progression. Policies and procedures are inclusive and start from the perspective that CPD will meet the needs of all staff, irrespective of skills, knowledge or experience.

Regular training and support is provided to promote Diversity and Equality of Opportunity and excellent progress is being made at SGS College in raising and promoting the use of teaching and learning strategies that outwardly tackle issues of Equality and Diversity. All schemes of work embed Equality and Diversity and individual learning styles are catered for through detailed planning.

Governors and Senior Managers have taken part in training to raise awareness of Equality and Diversity issues.

Equality and Diversity is embedded into all Human Resources policies and procedures from recruitment to interview, and mandatory training during induction for all issues surrounding the employee relationship. All College policies, including HR policies, are subject to Equality Impact Assessment and Analysis, the process for which is rigorous and set out within the College's Equality Impact Assessment and Analysis (EqIAA) Toolkit.

The Single Equality Policy reflects all current legislation, encompassing all protected characteristics set out by law and beyond. The Single Equality Scheme is in place and a fully refreshed Single Equality Plan was published by the College in April 2012 and reviewed annually. Equality and Diversity is reinforced through the continuing professional development for all staff. The College's Learner Experience and Engagement Committee (is well established and attended by Governors; it plays a key role in driving improvement and development across all College activity.

Finally, the College also supports a range of regular events which celebrate diversity and raise awareness with staff and learners; examples include:

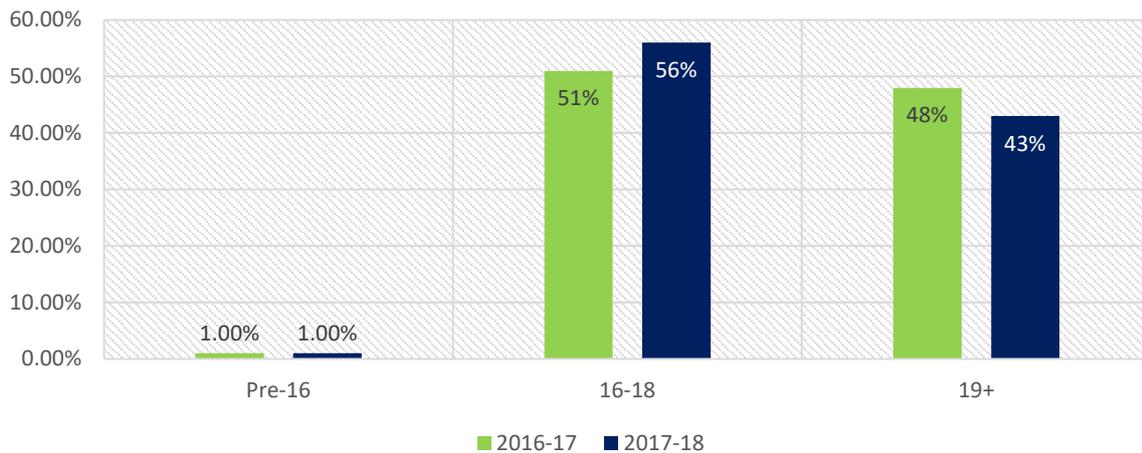
- Equality and Diversity celebrations;
- Black History Month;
- Dyslexia Awareness sessions;
- Mental Health & Wellbeing Awareness sessions;
- Sexual Health Awareness sessions; and,
- A comprehensive range of information and displays, activities and workshops implemented to increase learner awareness of a variety of key health and environmental issues and encourage tolerance and diversity within the College.

Staff and Learners and their achievements at SGS

In 2017-18 South Gloucestershire and Stroud College enrolled a total of 8,234 learners on over 15,000 discrete learning aims.

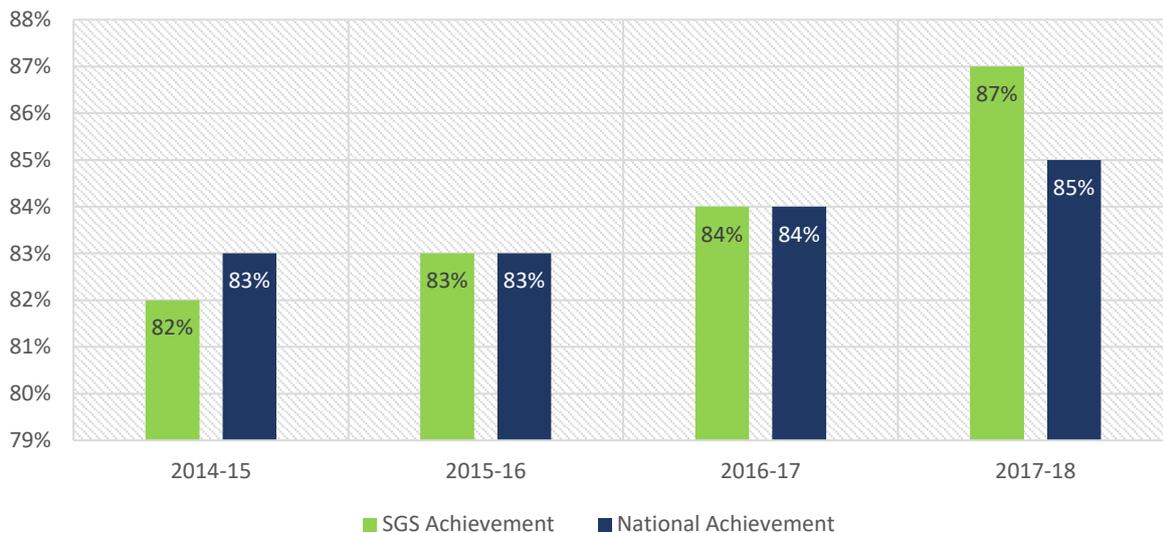
Of our total learners, 56% were 16-18 years old. The second largest demographic were those between 19 and 24 years old (42%); pre-16 learners constitute just 0.7% of the learner body.

Learners by Age Group



The following graph shows the achievement rates for College learners, on all learning aims, over a four-year period and compares these to the national FE Sector achievement rates in England.

Achievement at SGS College

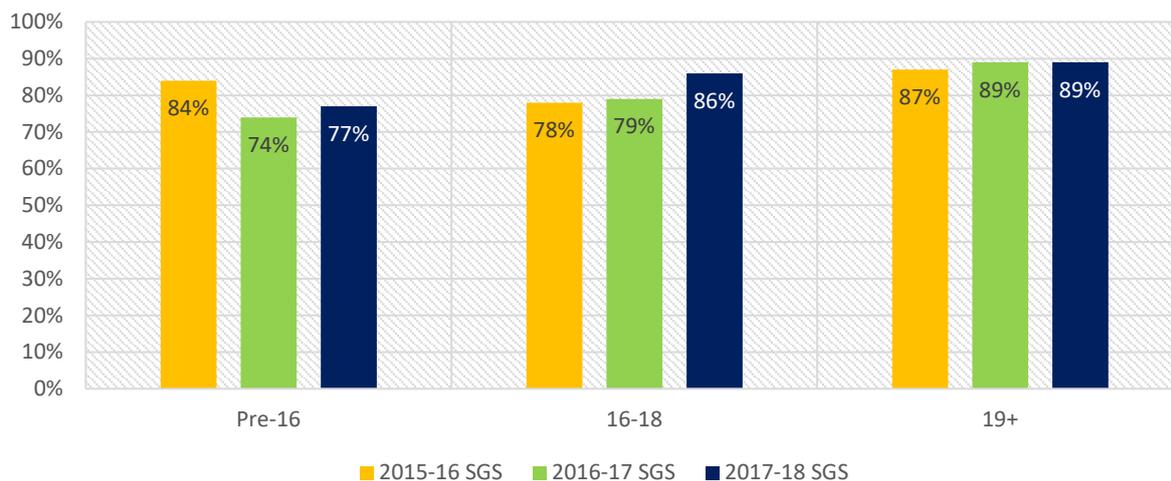


Achievement rates secured at SGS College have consistently improved over the preceding four years and are now some of the highest in the country. During this time a consistently high proportion of learners have successfully completed their courses and achieved their

qualifications and over 90% of those who leave the College remain in employment or education for at least 2 terms after their 16 to 18 study.

Over time, the achievement rate for the majority of College learners has improved, and for our largest proportion of learners, those who are aged 16-18 years, achievement has improved by 8% which is 5% above the National Average for General Further Education.

Trend Achievement Rate by Age Group

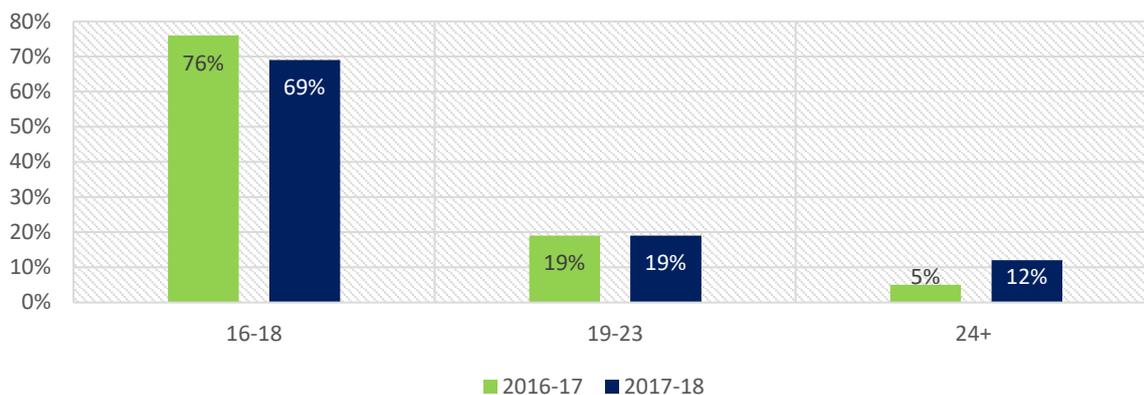


Apprenticeship Learners

In 2017-18 South Gloucestershire and Stroud College expected 834 apprentices to complete their learning framework.

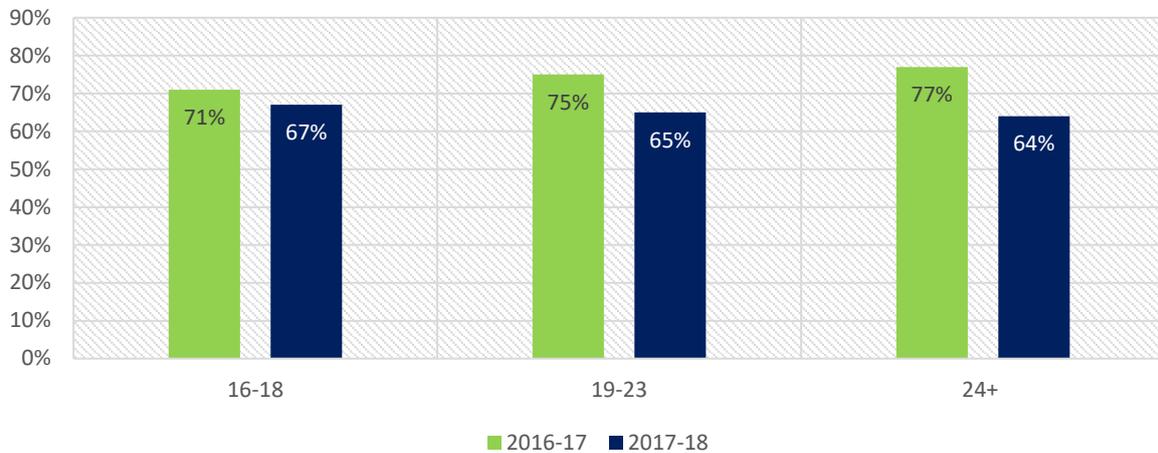
Of these learners, 69% were 16-18 years old, 19% were aged between 19 and 23 and 12% were over the age of 24.

Apprentice Learners by Age Group



Apprentice learners at SGS continue to achieve well and despite a decrease in the overall achievement rate, as a result of the introduction of apprenticeship standards, a high proportion of learners continue to gain full-time employment or promotion as a result of their studies.

Apprentice Trend Achievement (Overall)



At SGS College age is not a barrier to achievement or progression. In 2017-18 an increase in the achievement of all learners is as a result of a quality improvement priority to raise the level of achievement for all.

The figures also demonstrate that 16-18 year old learners also succeeded and achieved by a greater extent that would be expected, when compared to the national average. When compared with other learners in our Local Enterprise Partnership (LEP) Areas; SGS learners achieved significantly better.

Within the Gloucester Enterprise Area 16-18 year olds returned an overall average achievement rate of 77.7% (compared with 86% at SGS); and in the West of England Enterprise Area 16-18-year olds returned an overall average achievement rate of 78% (compared with 86% at SGS).

Within the Gloucester Enterprise Area 19+ learners returned an overall average achievement rate of 89.6% (compared with 89% at SGS); and in the West of England Enterprise Area 19+ learners returned an overall average achievement rate of 83.6% (compared with 89% at SGS).

Learners at SGS achieved a higher overall achievement rate (86%) than all 16-18 year old learners in GFE Colleges (81.5%), Other public institutions (71.8%), Private Sector schools (Public funded) (64.7%); and in Schools (32.3%).

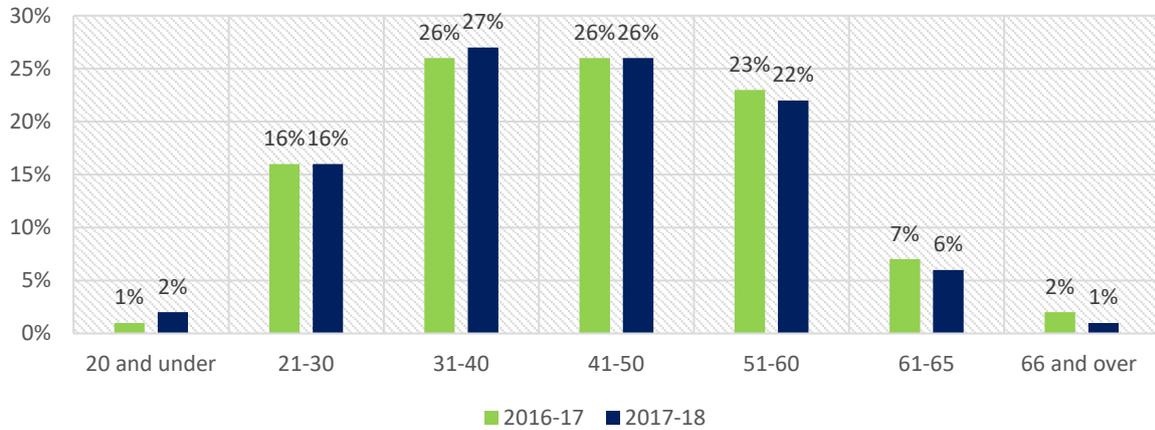
Within the West of England Enterprise Area all apprenticeship providers returned an overall average achievement rate of 68% (compared with 67% at SGS); and in the Gloucester Enterprise Area the achievement rate of 67% (compared with 67% at SGS).

Age (Staff)

The graphs below explain the make-up of College staff by age group in 2017-18 and how that has changed since 2016-17. During this period the median age of SGS staff decreased from 46 to 43 years; while the sector average increased from 45 to 46 (source: Education and Training Foundation SIR Data 2017/18)

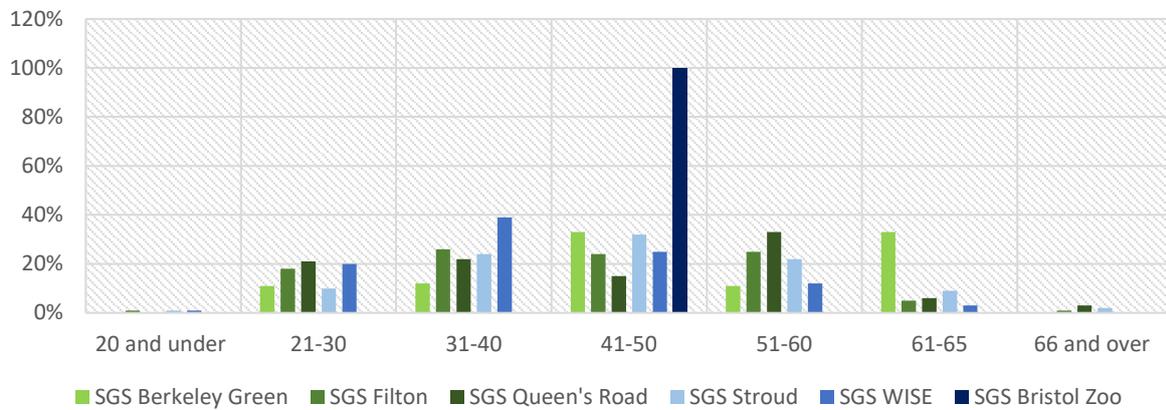
Whilst the overall age profile of staff is fairly evenly spread across all age groups, staff on apprenticeships understandably show a more 'youthful' profile. Also 77% of management staff are aged over 41, a decrease of 1% year on year.

Staff Age Trend



Our WISE campus has the 'youngest' age profile with 60% of staff under 40 years of age while our Berkeley Green has the most 'mature' age profile with 44% of staff over 50 years of age.

Staff Age by Campus



Disability

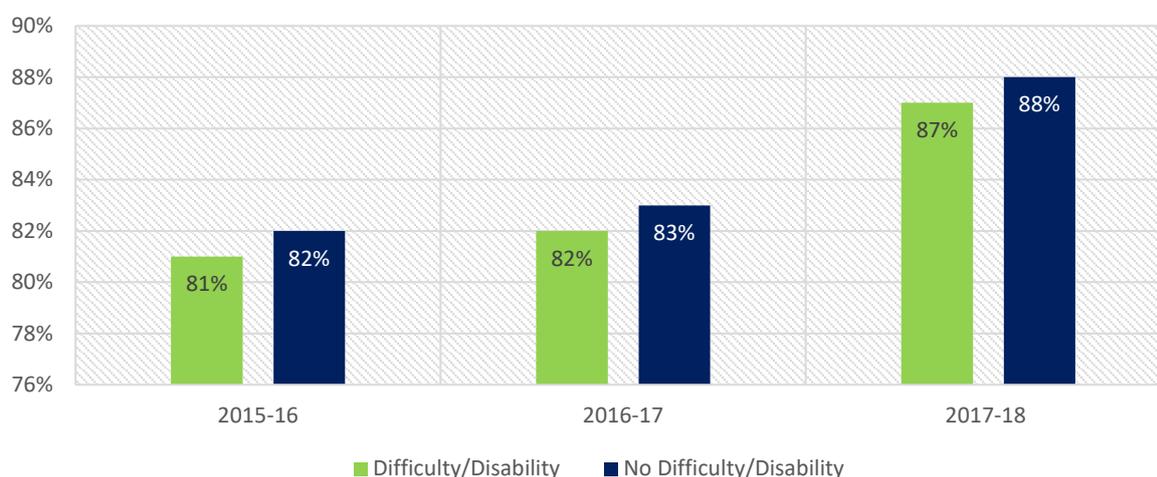
The following diagrams demonstrate the percentage change in learners and Staff declaring a difficulty / disability.

In 2017-18, 19% of learners declared a difficulty or disability which is a 6% reduction on 2016-17. In the same period the percentage of staff declaring a difficulty or disability decreased by 3% to 6% which is as a result of a 3.7% increase in staffing.

98.2% of learners, responding to the SGS Survey, commended the facilities and support SGS provides for learners with difficulties and/or disabilities.

The chart below demonstrates that there is no significant gap between the success of learners with a difficulty or disability and those without. The curriculum is exceptionally well designed to meet the needs of learners and prospective employers and the College's '**Total Support Guarantee**' operates effectively to ensure that all learners receive the appropriate support to achieve their potential.

Disability Trend Achievement Rate



Physical impairments and medical conditions continue to account for the largest category of declared difficulties and disabilities.

All of the College's facilities are fully accessible to both learners and staff and reasonable adjustments are made, where necessary, to ensure that a physical impairment is no barrier to work or study at the College.

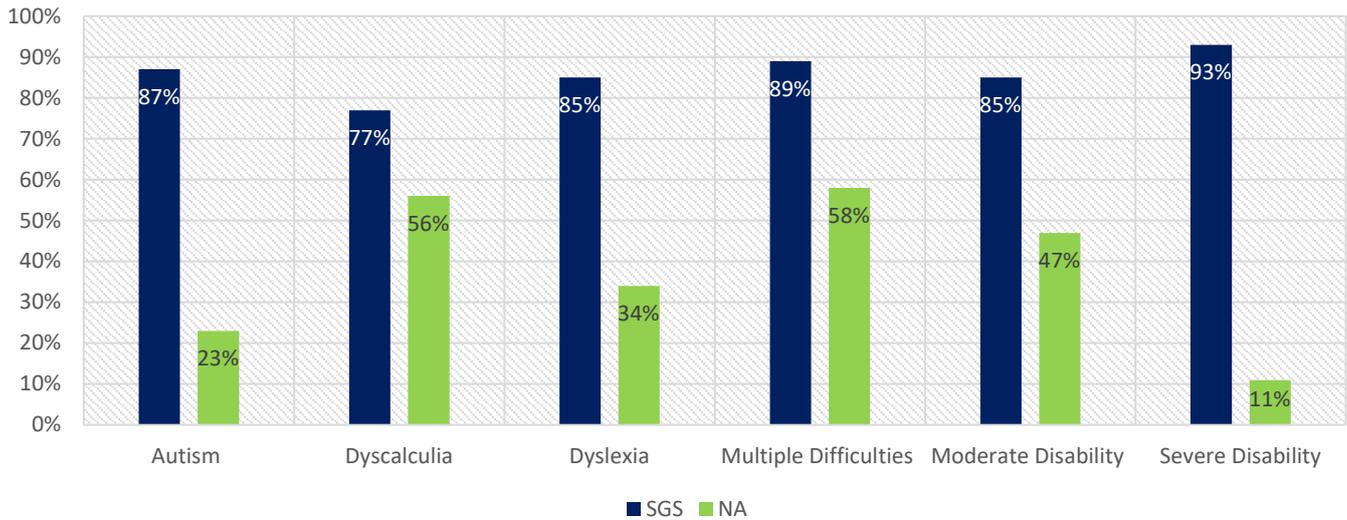
The College continues to work hard to support learners with emotional, behavioural and mental health problems through a dedicated counselling service and exceptional pastoral care and support. Understanding mental health and its impact upon learning and achievement continues to remain a core theme of the SGS annual Professional Development Programme.

SGS is fully committed to being positive about mental health. A working group with representation from across the College meets regularly to review how we can further improve our approach to the recruitment, retention and support of learners and employees with mental health issues.

Affliction with a difficulty of disability does not adversely affect one’s likelihood of achievement at SGS College. Learners are supported extremely well by qualified staff, dedicated support workers, Learning Mentors and the College’s Learning Support Team.

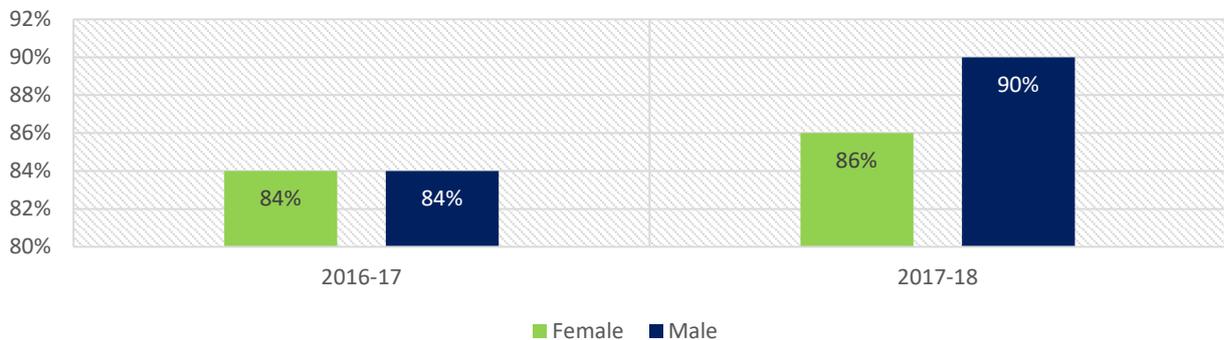
Nationally only 82% of General Further Education learners, with a difficulty of disability, successfully achieve their qualifications. At SGS, in 2017-18, 87% of Learners with a difficulty or disability successfully achieved their chosen SGS Study Programme; which represents a 2% increase on 2016-17 and a 5% increase on 2015-16.

Achievement Rate by Disability Type



It remains true that proportionately more males [52%, 10% of the total learner population] are affected by difficulty and/or disability than females. However, it also remains true that females are more affected by mental health issues (or are more likely to declare/ seek assistance for mental health issues). In 2017-18 60% of those who declared a mental health issue were female.

Trend Achievement Rate by Gender for those declaring mental health concerns



Mental health problems have also, over the past 10 years, accounted for a significantly larger proportion of Employment and Support Allowance (ESA) claimants (Incapacity Benefit (as was)). SGS continues to welcome a large and growing number of ESA claimants onto our Suited, Booted and Recruited courses where we provided skills and employability training to help learners into work.

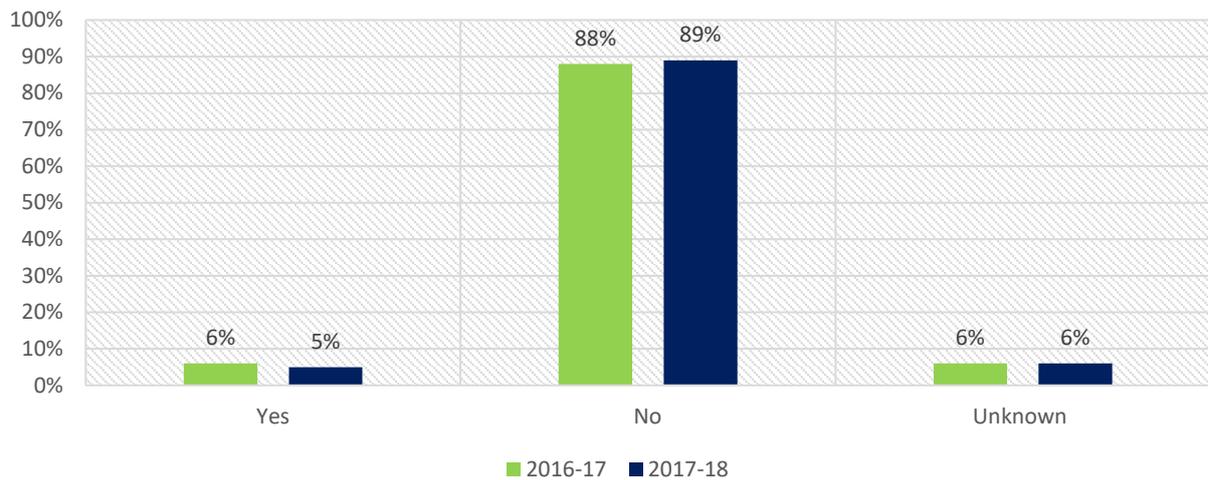
All of the College's facilities are fully accessible to both learners and staff and reasonable adjustments are made, where necessary, to ensure that a physical impairment is no barrier to work or study at the College.

The College continues to work hard to support learners with emotional, behavioural and mental health problems through a dedicated counselling service and exceptional pastoral care and support. Understanding mental health and its impact upon learning and achievement continues to remain a core theme of the SGS annual Professional Development Programme.

Disability (Staff)

During 2017-18 the College recorded a 0.63% reduction in the percentage of staff that consider themselves to have a disability. Staff now have live access to their data via the Employee Self Service Portal where they can up-date their personal data. Reviewing this data, it is clear that whilst staff are recording that they are for example, dyslexic or that they have ADHD, they are also recording that they do not consider themselves to have a disability that is a barrier to them working at the College.

Staff declared Disability over-time



Ethnicity

In 2017-18 the largest majority of staff and learners identified themselves as 'White.' The second largest known ethnicity was 'Black' and 'Black Other'.

Recent census data indicates that the concentration of Black, Asian and Minority Ethnic (BAME) populations, in the regions served by SGS, is lower than the national average, and none of our campuses are geographically located within the top or bottom percentiles for population density.

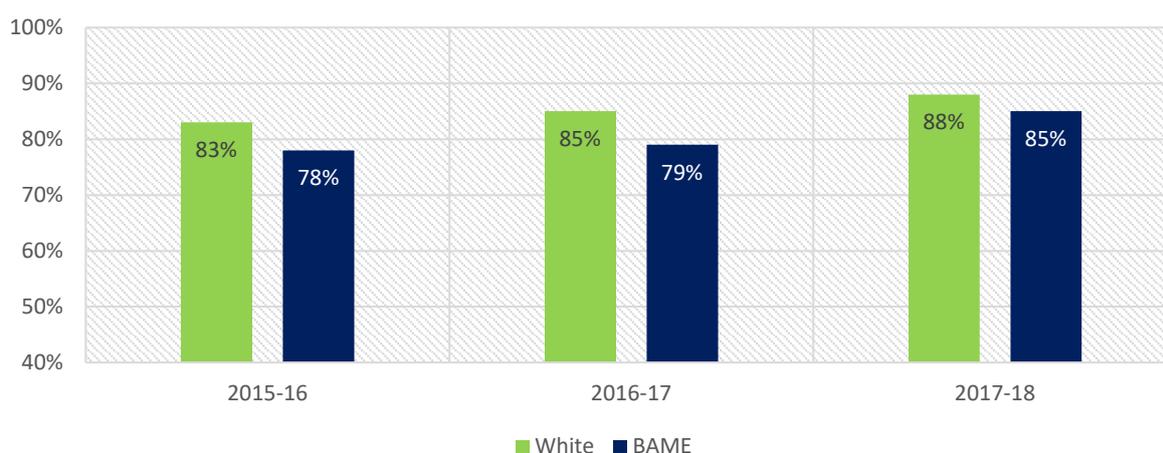
Across the English regions and Wales, Wales was the least diverse area, followed by the South West, with 95 per cent of the population identifying as White. Over 90% of SGS learners indicate these regions as their place of residence which corresponds to the relative size of the College's BAME population.

In the UK the number of people identifying as Gypsy, Irish Traveller and Arab represent only a small proportion of the usual resident population and are concentrated in certain areas of England: no significant population concentrations are found within the areas served by the College and our internal data supports this.

A comparison with the 1991 and 2001 census indicates that SGS will serve a growing number of Black, Asian and minority ethnic (BAME) residents; with growth predicted at around 0.5% per year. Current estimates suggest that in South Gloucestershire around 7.7% of the population are BAME, 4.8% in Stroud and in Bristol the figure is 16%. These figures are projected to grow by 8.1% in South Gloucestershire and by 8.1% in Bristol by 2020 and this is directly supported by the fact that the BAME population is greater in children.

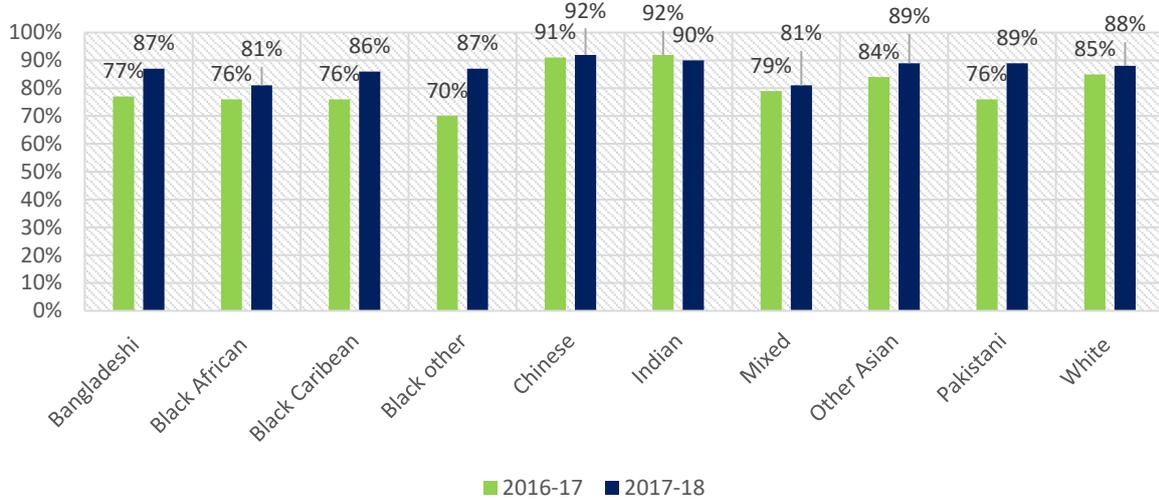
At South Gloucestershire and Stroud College BAME learners achieve and succeed as easily as their White counterparts. Ethnicity and the sub-groups of ethnicities have no significant bearing on a learner's propensity to succeed.

Trend Achievement by broad Ethnic Group



Note, as above, Black and Ethnic Minority Learners make up less than 15% of the Learner population.

Trend Achievement Rate by Ethnicity



Ethnicity (Staff)

Comparing local authority data with the ethnic population profile of SGS Staff we can say that our Stroud campuses closely match the local ethnicity profile for White British staff, where the Bristol campuses have a 7% higher proportion of white British staff than the local population. While the highest proportion of our staff (89.03%) identify as White British, the College has seen a very slight change in the number of other ethnic staff profiles, as detailed in the chart below.

Staff Ethnicity Over-time



The College's LGBT Community

Since 2015-16 the College has supported a learner lead LGBTQ group but it does not routinely collect information on our learners' sexual orientation or the gender they associate with. Stonewall, the gay, lesbian and bisexual charity, believes that the Government's estimate, that 5-7% of the population is lesbian, gay or bisexual, is a reasonable figure and we at SGS recognise, celebrate and support our LGBT Community.

The College does attempt to capture information about our staff and has an open culture where people feel comfortable with disclosing their sexual orientation. To date the College has never had a complaint regarding an LGBT or gender conforming issue; but has been proactive in gender neutralisation and promoting the rights and Human Rights of all staff and learners.

Religion and Belief

Throughout 2017-18 the College's Multi-Faith Chaplaincy was supported by volunteer chaplains, who can draw upon a wealth of experience to support many practiced world religions. The team actively engages in the spiritual, moral, social and cultural support of learners and seeks to build community cohesion between those of all faiths and none through celebrations including Diwali celebration, Christian Carol Services and Inter-faith events and services.

Education and Pastoral Care: Demystifying Islam tutorial, Sikhs & Sikhism tutorial, Sacred Places programme of learner visits, Breathe Interactive Installation, One-to-one conversations, Prayer/Quiet Room availability at Filton and Stroud campuses, weekly staff prayers at Filton Campus. The College also has many strong and effective links with the wider community and other faith groups and organisations including: St Peter's Church Filton, the Bristol Diocesan Board of Education, Trustee of St Matthias Foundation, the Bristol Muslim Cultural Society, Bristol Hindu Temple, Bristol Shri Guru Nanak Prakash Singh Sabha Gurdwara, Bristol Inter-faith Group and Lord Mayor's Inter-faith Celebration, Salaam Shalom Media, corporate member of The National Council for Faiths and Beliefs in Further Education.

Caste Discrimination

South Gloucestershire and Stroud College recognises the decision of Her Majesty's Government to repeal the 2013 amendment to section 9 (5) (a) of the Equality Act 2010, in relation to specific legal protection against discrimination because of caste. The College considers 'caste' to relate to a number of different concepts, including: varna (a Hindu religious caste system), jati (an occupational caste system) and biraderi (often referred to as a clan system) and other caste systems including those with roots outside of the Indian subcontinent which are not religion specific or subscribed to by members of any or no religion. Consequently the College views caste as an aspect of the protected characteristics race and religion.

Learner Engagement and Community Cohesion

The College's engagement with and use of learner feedback has developed considerably over recent years resulting in a significant rise in the number of learners stating that the College acts upon their views. These activities include: -

- Learner Surveys (First Impressions, FE Choices/NSS and End of Year/Course surveys)
- Voice of the Learner forums
- Attendance at Governors' Meetings
- Learner Representatives
- Attendance at Departmental meetings
- Students' Parliament and Council
- Self-assessment Report validation
- Use of compliments/complaints/suggestions forms on College Receptions
- Twitter monitoring

All of these activities contribute to ensuring learner involvement in all aspects of College life and making an active contribution to raising standards further.

In addition, the College communicates with parents and carers through a range of Open Events and a Parents' Forum which are well attended.

Universally, across the College, learners are very satisfied with the Quality of Teaching, Learning and Assessment.

98% of 16-18 year old learners were satisfied or very satisfied; last year saw 97% aggregated positive responses to the quality of teaching question for this group, suggesting a positive rise in learner satisfaction with their teaching from the previous year. 98% of 19+ learners also answered very good or good; a very small decline from the First Impressions survey (99%). Last year aggregated positive responses from 19+ learners about their teaching sat at 83%, again suggesting an improvement in learner satisfaction.

Eliminating discrimination, bullying and harassment

Reports of discrimination and harassment have decreased to less than 1% of the entire staff and learner population. However, the reported bullying scores have remained broadly the same, at 3% of the learner population. A Student's Union Representative has now been appointed as part of the College's Wellbeing Service to combat this issue. Learner on learner bullying is not directly covered by the Equality Act 2010. However, the College will always act with due regard to all protected characteristics when dealing with bullying and through its Single equality Policy, makes clear, that South Gloucestershire and Stroud College is a place where we will treat, with equal dignity and fairness, all learners and staff; a safe place where we will not tolerate discrimination, harassment or victimisation in any form.