



Filton College
South Gloucestershire

Equality and Diversity Annual Report 2010/11

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Introduction

This report provides an overview of Filton College's performance and key actions in relation to equality and diversity over the year 2010/2011. It also provides information on progress and developments that the College has made over the last three years by highlighting trends.

Filton College has a long established commitment 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.

Equality and Diversity is well embedded at all levels throughout the College and an established Equality and Diversity Committee, chaired by a Governor, plays a key role in supporting, assessing and monitoring practice as well as in making recommendations for improvement and development. The College's key delivery mechanism for equality and diversity is an Equality and Diversity Action Plan and a Single Equality Scheme which sets out the College's intended objectives in its pursuit to continuously develop and progress in this area.

Filton College's activities are underpinned by a comprehensive Equality and Diversity Policy which aims to ensure that:-

- *All who learn and work here have the opportunity to participate fully and achieve their full potential.*
- *The environment is welcoming, supportive and safe.*
- *Physical, social and economic barriers to access are minimised and removed.*
- *Everyone accepts their responsibility to uphold equality and diversity and demonstrate respect of all others.*

The Policy goes beyond compliance with the Equality Act 2010 and covers clear statements in respect of all protected characteristics set out by law.

The College believes that every individual has the right to 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 in 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. In the 2010 – 2011 staff survey, 90% of staff stated that they either "Strongly Agreed" or "Agreed" with the statement *"this organisation provides equality of opportunity for all"*.

The College has developed an 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.

In November 2011, the College received approval from the Secretary of State for Further Education, Skills and Lifelong Learning for a merger with Stroud College. From 1st February 2012, the legal name of the new merged organisation will be *South Gloucestershire and Stroud College*. The merger proposal itself was subject to a rigorous Equality Impact Assessment and Analysis which judged the proposals as *offering clear positive impacts for Equality and Diversity* as well as *real opportunities to provide an offer to a wider and full diversity of communities, groups and individuals*.

This equality and diversity report will continue to be published annually and in the future will detail the performance of South Gloucestershire and Stroud College.

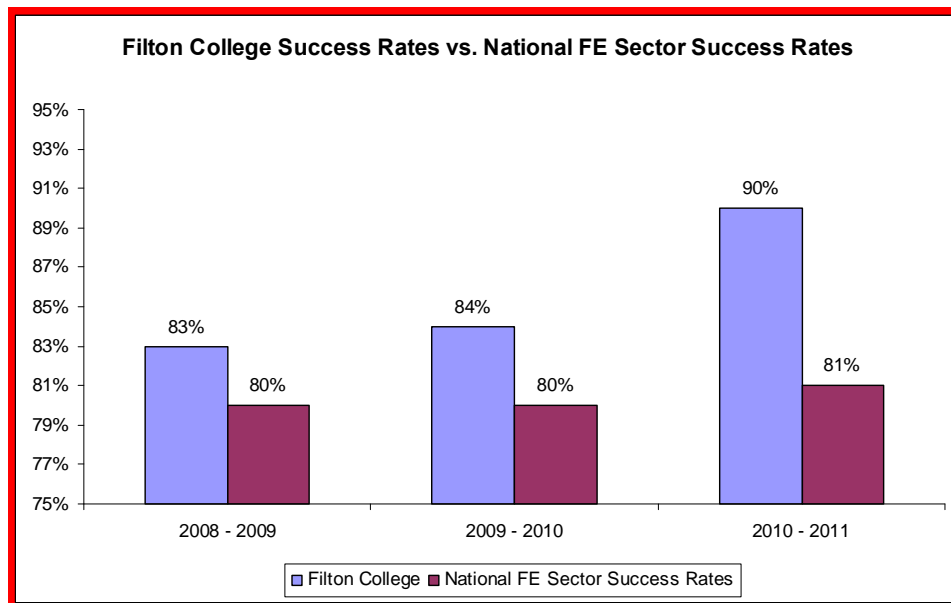
Equality and Diversity Impact Measures (EDIMs)

The College sets Equality and Diversity Impact Measures (EDIMs) that are specifically aimed at narrowing any achievement gap between different groups of students; these are approved by Governors. Positive progress was made in relation to all EDIMs set for 2010/2011 and the following table displays the improvement achieved.

EDIM	Outcome	Improvement
Improve the success rates of 16 – 18 long courses in Bricklaying	Success rates are up from 65% in 2009/2010 to 84% in 2010/2011	+ 19%
Improve the success rates of 19+ male students to the College target of 85%	Success rates are up from 78% in 2009/2010 to 82% in 2010/2011	+ 4%
Improve the learner journey for 19+ students	Satisfaction has improved from 81% to 86%	+ 5%
Improve success rates of female GCSE students to at least the 90 th percentile standard of 84%	Success rates are up from 74% in 2009/2010 to 78% in 2010/2011	+ 4%
Improve the success rates of all students on AS courses to 90 th percentile of 84%	Success rates are up from 69% in 2009/2010 to 70% in 2010/2011	+ 1%
Improve the success rates of female students on Maths and Science on both GCSE and A Level courses	GCSE – success rates are up from 78% in 2009/2010 to 80% in 2010/2011	+ 2%
	A Levels - success rates are up from 73% in 2009/2010 to 78% in 2010/2011	+ 5%

An Overview of Success Rates at Filton College

Overall, there were well over 15,000 enrollments at Filton College during 2010 – 2011. The following graph shows the success rates of all students at the College over a three-year period and compares these to the national FE Sector success rates in England¹.



The success rates of students at Filton College are consistently above the national success rates of the FE Sector in England, showing a significant increase in 2010 – 2011. Students are very satisfied with their experience at the College; the student survey results in 2010 – 2011 show that 90% of students would recommend the College to a friend and 81% of students state that the College is either “Very Good” or “Good”.

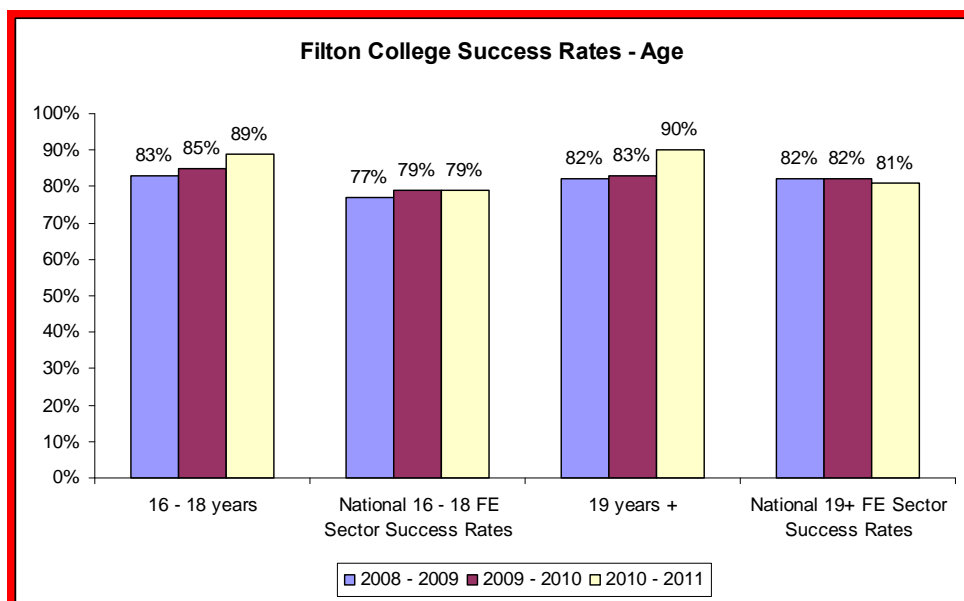
In addition, destination surveys show that 92% of students have a positive destination (university, internal progression, work or further training) upon completing their qualification(s) at the College.

This report now goes on to examine key equality and diversity information in relation to both students and staff at the College.

¹ National FE Sector success rates use ProAchieve data.

Age

During 2010 – 2011, 59% of all students were aged 16 – 18, a 10% growth on the previous year. There was also a 40% growth in the number of 19+ learners undertaking long courses. The graph below shows the success rates of students in the 16 – 18 and 19+ age bands and compares these to the national success rates across the FE Sector in England².



Regardless of age group, success rates are consistently above the national FE Sector success rate every year during the three-year period. Additionally, improvement in success rates at Filton College has increased year on year for each age group.

At Filton College, 45% of 16-18 students received Education Maintenance Allowance (EMA)³ in 2010 – 2011. For students receiving EMA, success rates mirrored the overall combined College success rate for all 16 – 18 students at 89%. Retention rates for 16 – 18 year olds in receipt of EMA were very high at 91%.

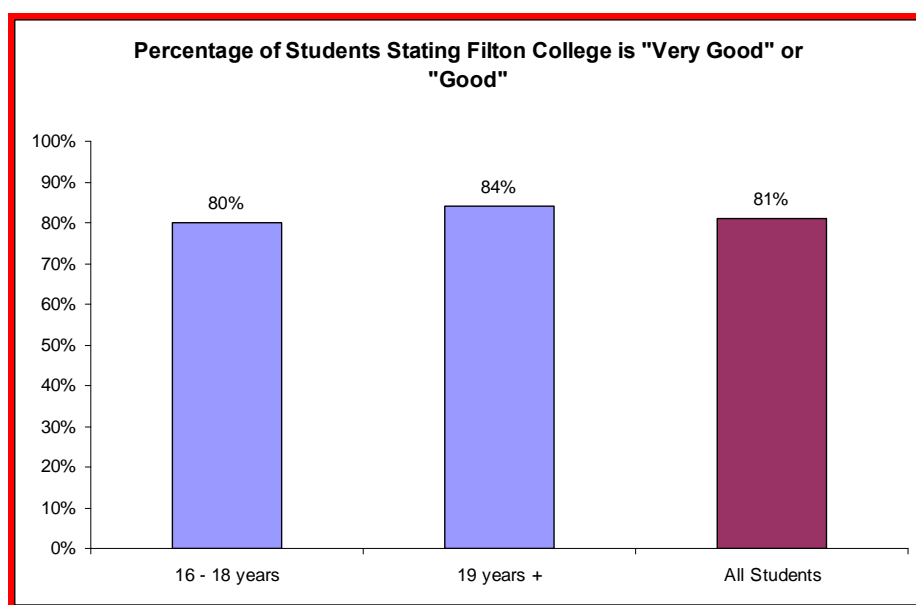
In respect of adult learners, the Adult Learning Grant (ALG)⁴ was in place and the success rate for those receiving ALG was 90%, again mirroring the combined overall success rate of all 19+ students at the College. The retention rate of 19+ students in receipt of ALG rose some 4% since the previous year to 90% in 2010 -2011.

² National FE Sector success rates use ProAchieve data.

³ EMAs were a means-tested allowance, paid to 16 to 19 year-olds who stayed on in education and who had a low household income. For further details, click to visit the Directgov website.

⁴ ALGs were a means-tested allowance, paid to 19+ year-olds who stayed on in education and who had a low household income. For further details, click to visit the Directgov website.

The 2010 – 2011 Student Survey asked "How good or bad do you think this College is?".



The results for the 16 - 18 group fell by 5% in comparison to 2009 – 2010 and increased by 3% for the 19+ group in comparison to 2009 – 2010. Overall, 81% of all students stated that the College was "Very Good" or "Good".

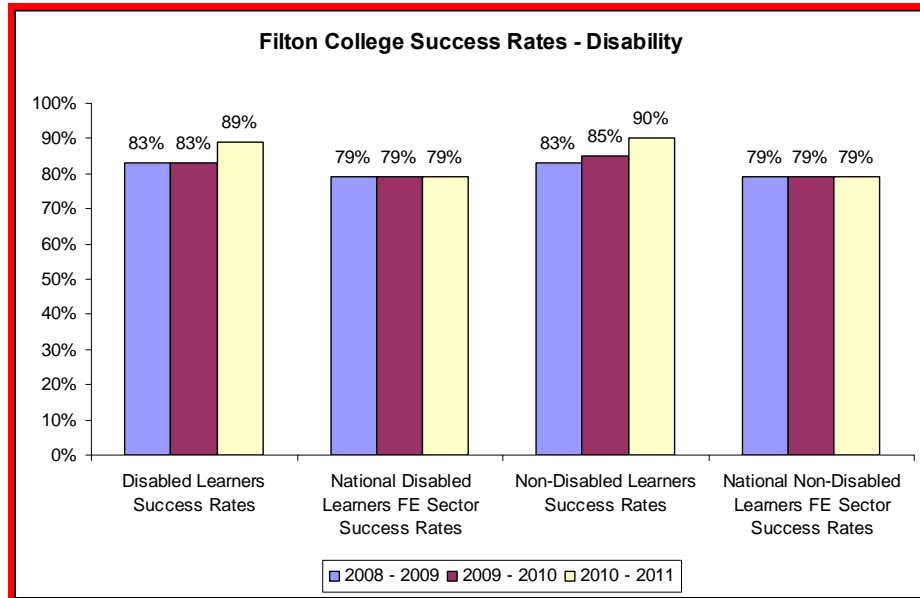
The workforce at Filton College has a fairly even age distribution across the broad 25 to 60 age range. The College has a high percentage of staff under the age of 25 years and overall, a younger age profile than that of the FE Sector nationally. The Apprenticeship offer has grown rapidly at Filton College from 2009 – 2010 to 2010 – 2011 and the College employs a larger number of Apprentices than previous years which contributes to the younger age profile seen within the College workforce.

Age Band	Filton College Staff	FE Staff in England ⁵
Under 25	20%	6.3%
25 – 29	12%	8.3%
30 – 34	12%	8.9%
35 – 39	10%	11.0%
40 – 44	8%	13.8%
45 – 49	11%	15.1%
50 – 54	12%	13.9%
55 – 59	8%	12.1%
60 – 64	5%	7.8%
65 and over	2%	2.8%
Not Known/ Not Provided	0	0.1%

⁵ Source: Further Education College Workforce Data for England, An Analysis of the Staff Individualised Record Data 2009 . 2010, March 2011. Lifelong Learning UK (LLUK)

Disability

During 2010 – 2011, 16% of all students at Filton College had a declared disability, a 2% growth on the previous two years. The graph below shows the success rates of students with disabilities and compares these to the national FE Sector success rates in England⁶.



Success rates for Disabled students at Filton College are consistently above the National FE Sector success rate every year during the three-year period.

In 2009 – 2010 the success rates of Disabled students at Filton College was just 2% lower than the College success rate for Non-Disabled learners, but 4% higher than the National FE Sector success rate. In the year 2010 – 2011, the success rates of Disabled learners was just 1% lower than the College success rate for Non-Disabled learners, but 10% higher than the National FE Sector success rate.

In 2010 – 2011, the overall success rate for adults with disabilities was 88%, and for 16 – 18 students with disabilities undertaking long courses, the success rate was 87%; both of which are significantly greater than the National FE Sector success rate for Disabled students.

Comprehensive support is provided for students with learning difficulties, disabilities and additional learning needs which supports the progress made and enhances attainment. Appropriate specialist staff and specially adapted learning resources are in place. A well positioned room is set aside for students with autism.

The Learner Services team work effectively with external agencies, for example, links with Young Carers, Looked After Children Services and Mental Health Services, enables the College to identify at risk learners prior to enrolment to ensure early intervention and maximum/additional support to be put in place. There is an effective process in place to support students with complex learning difficulties/disabilities or medical conditions prior to beginning a course. Students attend case conferences with parents/carers, support workers

⁶ National FE Sector success rates use ProAchieve data.

and professional advisers. The Learner Services department works in partnership with curriculum departments, tutorial staff and external agencies to provide support for students.

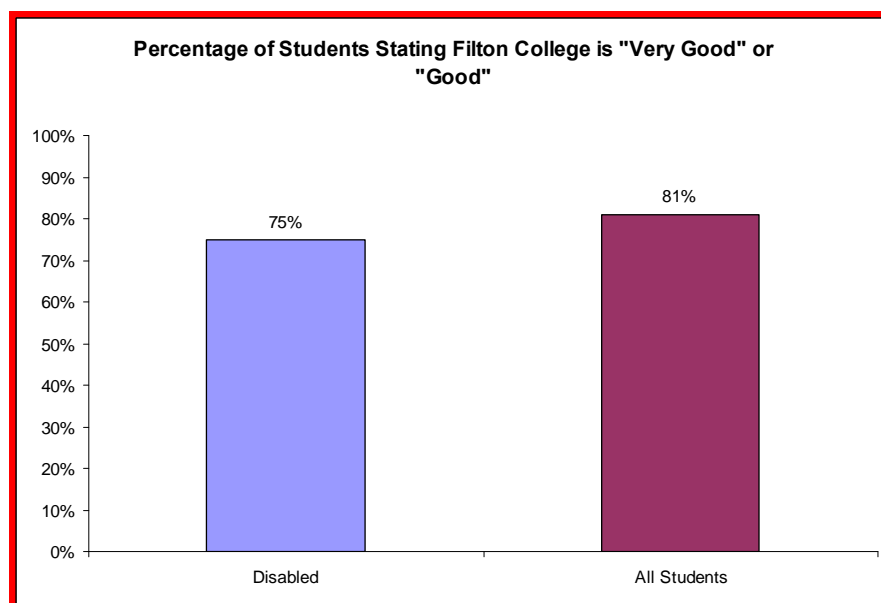
A programme is provided for students with learning difficulties/disabilities with the focus on progression to independent living and work. This embraces a variety of vocationally specific sessions and work experience, in particular, Horticulture, working with Bristol Zoo at Hollywood House and transforming the College gardens at main site. In response to learner suggestions, further work experience options were available in 2010 – 2011, for example, a monthly market staffed by students with learning difficulties/disabilities selling produce. These provide excellent opportunities to develop skills such as customer service.

Additional Learning Support (ALS) is *any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal. The need for additional learning support may arise from a learning difficulty and/or disability, or from literacy, numeracy or language support requirements*⁷. At Filton College, 1 in 6 students received ALS in 2010 – 2011; for 16 - 18 students, the success rate was 87% and for adults receiving ALS, the success rate was 95%

The success of disabled students requiring enhanced levels of support is 94%.

In 2010 – 2011, 50 students with moderate and specific learning difficulties/disabilities undertook a range of vocational taster courses.

The 2010 – 2011 Student Survey asked "How good or bad do you think this College is?".



The results for Disabled students were 6% lower than the satisfaction rate for all students. This is an issue to be taken forward in the forthcoming year.

⁷ Young Peoples Learning Agency (YPLA), Funding Guidance 2011/12, Funding Regulations.

3.2% of all FE Staff in England disclosed having a disability in 2009/2010; at Filton College, 4.57% of staff have declared a disability. This potentially indicates that staff are more confident in disclosing a disability at Filton College, where additionally, just 3.25% have preferred not to say or not provided this information compared to a 9.3% non-disclosure rate in the FE Sector nationally.

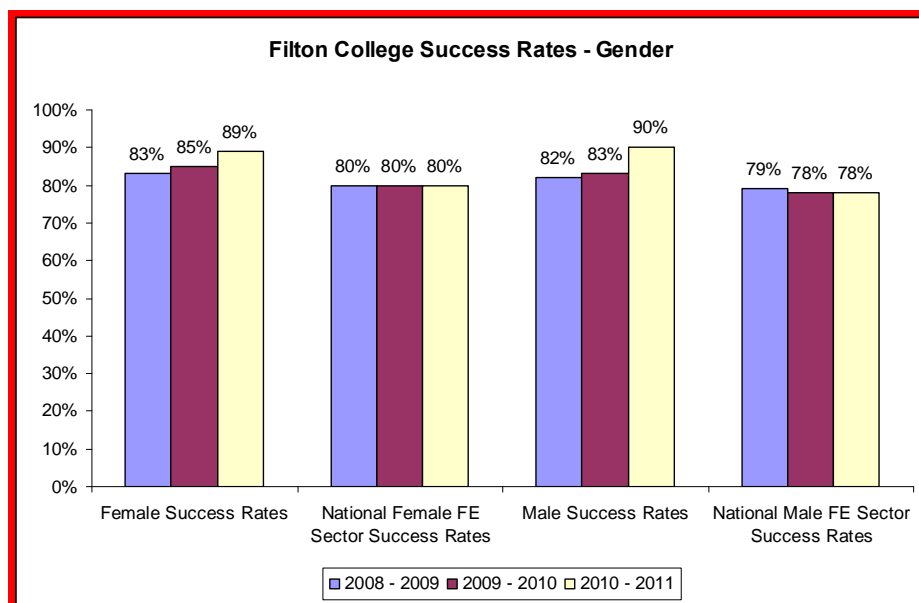
Group	Filton College Staff	FE Staff in England⁸
Yes – Rather Not Say	0.94%	3.2%
Yes – Physical Impairment	1.22%	
Yes – Learning Difficulty/Disability	2.27%	
Yes – Mental Ill Health	0.14%	
Prefer not to Say	1.49%	1.0%
No Disability	91.89%	87.5%
Not Known	1.76%	8.3%

Note: Totals may not sum because of rounding

⁸ Source: Further Education College Workforce Data for England, An Analysis of the Staff Individualised Record Data 2009 . 2010, March 2011. Lifelong Learning UK (LLUK)

Gender

During 2010 – 2011, 52% of all students at Filton College were Female and 48% were Male, a trend which is largely stable over the three-year period. The graph below shows the success rates of Female and Male students and compares these to the national success rates across the FE Sector in England⁹.



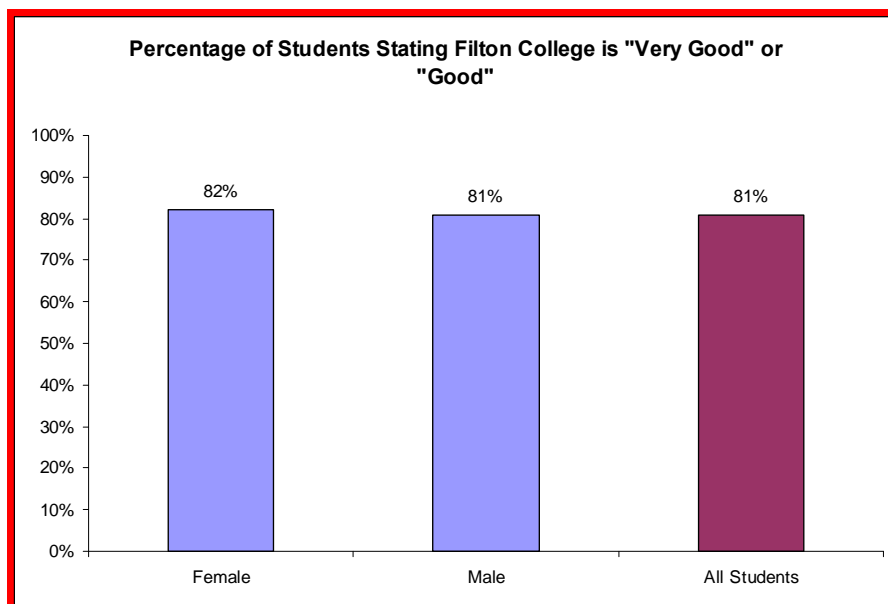
Success rates for both Females and Males have increased consistently over the three-year period. Additionally, they are consistently above the national FE Sector success rate for both Females and Males for every year of the three-year period.

With regard to the 16 – 18 age group, success rates on academic subjects are the same for Females and Males, but Females are less likely to stay than Males. Success rates on vocational courses are 4% lower for Female students and Females are 3% less likely to stay than Males.

Conversely, with regard to adult students, Females have a success rate that is 7% greater than Males and Females are 3% to 5% more likely to stay than Males.

⁹ National FE Sector success rates use ProAchieve data.

The 2010 – 2011 Student Survey asked "How good or bad do you think this College is?".



The results for the Male group fell by 3% in comparison to 2009 – 2010 and increased by 1% for the Female group in comparison to 2009 – 2010. Overall, 81% of all students stated that the College was "Very Good" or "Good".

As seen in the following table, the workforce at Filton College has a more even gender profile than the FE Sector nationally.

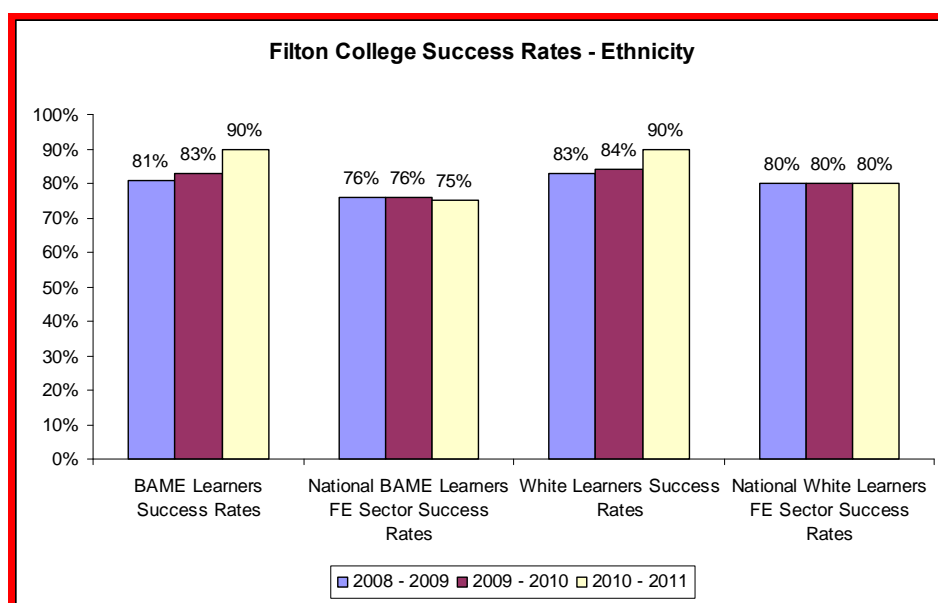
Group	Filton College Staff	FE Staff in England ¹⁰
Female	54%	63.7%
Male	46%	36.3%

¹⁰ Source: Further Education College Workforce Data for England, An Analysis of the Staff Individualised Record Data 2009 . 2010, March 2011. Lifelong Learning UK (LLUK)

Race¹¹

The Black, Asian and Minority Ethnic (BAME) population of South Gloucestershire, the region in which Filton College is located, is 5.8%¹²; the BAME population of learners at Filton College during 2010 – 2011 was more than double this figure at 12.00%.

Overall, 86% of 16 - 18 students at Filton College live across the South Gloucestershire and North Bristol areas. Filton College recruits a higher proportion of students than the combined South Gloucestershire and Bristol populations (the BAME population of South Gloucestershire and Bristol combined is 10.13%¹³ and as indicated above, the BAME student population at Filton College is 12.00%).



In 2010 – 2011, the success rate of students from a BAME heritage at Filton College was a significant 15% higher than the success rate of BAME groups in the FE Sector across England¹⁴. They are also 9% higher than the national FE Sector success rates for all FE students in England and mirror the performance of White students at Filton College as well as the overall combined College success rate for all students. In addition, success rates for BAME students have improved year on year over the three-year period.

For Level 1 qualifications, success rates for BAME students have risen by 3% and are now at 88% which is the same as the success rates for White students. At Level 2, BAME and White success rates are, again, the same; whilst at Level 3, BAME learner success rates are 86% which is slightly higher than that of White students.

¹¹ In order for proper and meaningful comparisons to be made, the components of the category %White+ is an aggregation of %White British+, %White Irish+ and %White Other+. The definition of BAME is any ethnic group outside of these three %White+ groupings.

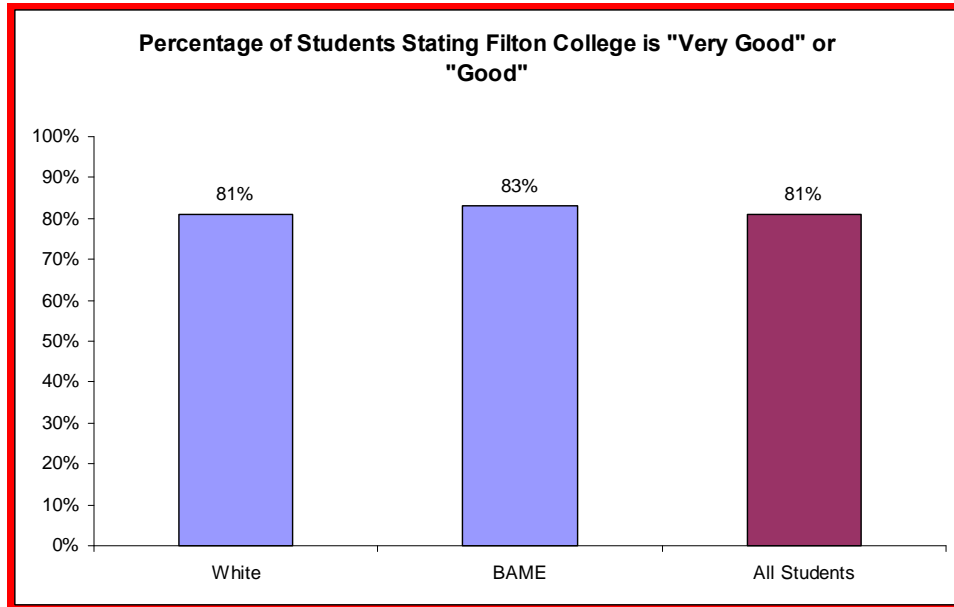
¹² Source: South Gloucestershire Council published statistics utilising: Office for National Statistics, 2009 Population Estimates by Ethnic Group, (Experimental Statistics)

¹³ Source: South Gloucestershire Council and Bristol City Council published statistics utilising: Office for National Statistics, 2009 Population Estimates by Ethnic Group, (Experimental Statistics)

¹⁴ National FE Sector success rates use ProAchieve data.

Within the BAME category, students from "Black, Caribbean and African" groups have a lower success rate of 79%. This is explained by a low achievement rate of students from this group on Skills for Life courses; however on Skills for Life courses students from the "Black, Caribbean and African" groups have improved success rates by 12% since 2009 – 2010 indicating that the College is aware of this issue and has and continues to put in place proactive work to address these results. When looking at success rates of 16 – 18 students undertaking long courses across the College, the "Black, Caribbean and African" group achieved an 88% success rate in 2010 – 2011, amongst the best in the country.

The 2010 – 2011 Student Survey asked "How good or bad do you think this College is?".



The results for the White group fell by just 2% in comparison to 2009 – 2010 and increased by 3% for the BAME group in comparison to 2009 – 2010.

The BAME population of staff at Filton College is 6.5% which is 0.7% higher than the South Gloucestershire BAME population. Nationally, the percentage of Black, Asian and Ethnic Minority (BAME) staff employed by FE Colleges in England is 8.6% which is lower than the national BAME population of 12.5%¹⁵.

Group	Filton College Staff	South Glos. Population	FE Staff in England¹⁶	England Population¹⁷
Asian or Asian British – Bangladeshi	0.14%	0.2%	0.3%	0.7%
Asian or Asian British – Indian	0.41%	1.2%	1.7%	2.7%
Asian or Asian British – Pakistani	0.27%	0.7%	0.9%	1.9%
Asian or Asian British – Other	1.35%	0.3%	0.6%	0.7%
Black or Black British – African	Not Available	0.4%	1.0%	1.5%
Black or Black British – Caribbean	0.95%	0.5%	1.5%	1.2%
Black or Black British – Other	0.00%	0.1%	0.4%	0.2%
Chinese	0.81%	0.5%	0.3%	0.8%
Mixed - White and Asian	0.81%	0.4%	0.2%	0.6%
Mixed - White and Black African	0.00%	0.2%	0.1%	0.2%
Mixed - White and Black Caribbean	0.27%	0.5%	0.3%	0.6%
Mixed – Other	0.95%	0.3%	0.4%	0.5%
White – British	88.38%	91.2%	82.6%	82.8%
White – Irish	0.81%	0.6%	0.8%	1.1%
White – Other	2.70%	2.5%	3.1%	3.6%
Other	0.54%	0.5%	0.9%	0.8%
Prefer Not to Say	0.41%		1.2%	
Not Known	1.22%		3.9%	

Note: Totals may not sum because of rounding.

At Filton College, 1.63% of staff have preferred not to say or not provided information in relation to their ethnicity compared to 5.1% in the FE Sector nationally. Similarly to data in relation to Disability, this potentially indicates that staff are more confident in disclosing personal information at Filton College when compared to the national picture in the FE Sector.

¹⁵ Source: Office for National Statistics, 2009 Population Estimates by Ethnic Group (Experimental Statistics)

¹⁶ Source: Further Education College Workforce Data for England, An Analysis of the Staff Individualised Record Data 2009 . 2010, March 2011. Lifelong Learning UK (LLUK).

¹⁷ Source: South Gloucestershire Council and Bristol City Council published statistics utilising Source: Office for National Statistics, 2009 Population Estimates by Ethnic Group (Experimental Statistics)

Religion and Belief

The College Multi-faith Chaplaincy is nationally acknowledged¹⁸ as an exemplar provider of a rich diversity of faith/belief support based on volunteer chaplains drawn from a number of 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:

Celebration	Example Activities: - Diwali celebration, Carol services, Inter-faith event, Christian services.
Commemoration	Example Activities: - Armistice Day Remembrance, Holocaust Memorial Day, Deceased Learner memorial Service.
Education and Pastoral Care	Example Activities: - Demystifying Islam tutorial, All faith and None tutorial, Sacred Places programme of student visits, Curriculum chaplaincy talks, One-to-one conversations, Prayer/Quiet Room availability at main site, Weekly staff prayers.
Links with the wider faith community/organisations	Example Activities:- St Peter's Church Filton, Bristol Diocesan Board of Education, Trustee of St Matthias Foundation, Bristol Muslim Cultural Society, Bristol Hindu Temple, Bristol Shri Guru Nanak Prakash Singh Sabha Gurdwara, Bristol Inter-faith Group and Lord Mayors' Inter-faith Celebration, corporate member of The National Council for Faiths and Beliefs in Further Education.
Communications	Example Activities: - Faith Zone website and as project centre for the production of a collaborative film on the work of multi-faith chaplains in South West England.

¹⁸ Multi-faith Chaplaincy . A Guide for Colleges on Developing Multi-faith Student Support, LSC November 2007; Staff Training sought and delivered for the National Council of Faiths and Beliefs in Further Education SW Regional Forum and Spiritual, Moral, Social and Cultural development Masterclass, UWE, 2010

Student Engagement

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

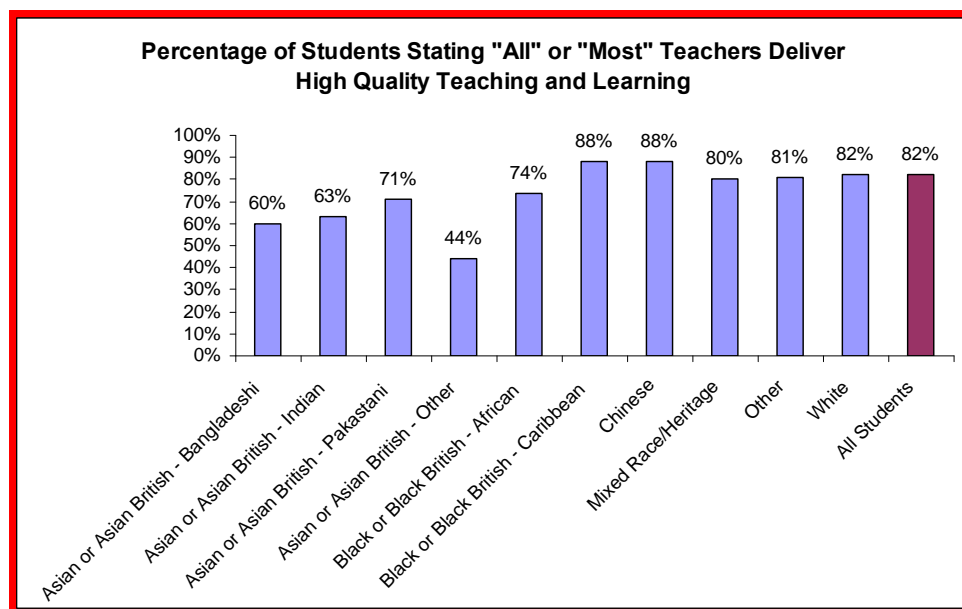
- Student Surveys (induction, on-programme and exit surveys)
- Voice of the Learner forums
- Attendance at Governors Meetings
- 'Meet the Vice Principal' initiative
- Student Representatives
- Attendance at Departmental meetings
- Capacity to Improve working group meetings involving governors
- Self Assessment Report validation
- Attendance at Corporation meetings

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

In addition, the College communicates with parents/carers through a range of open evenings, open Saturdays and open Fridays which are well attended.

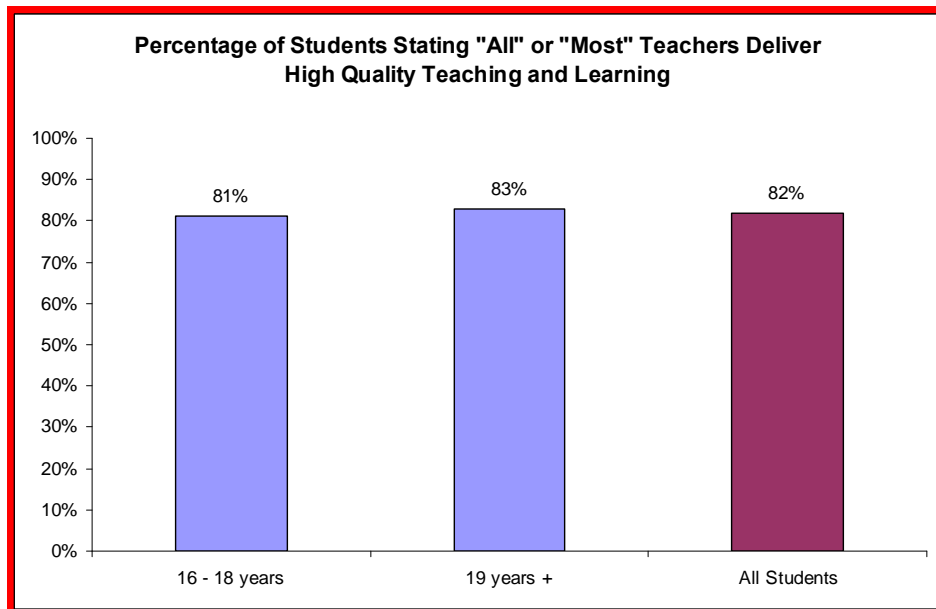
The 2010 – 2011 End of Year Student Survey shows the following information:

The proportion of White students stating that "All" or "Most" of their teachers deliver high quality teaching and learning was 82% whilst the proportion of BAME students stating the same was 4% lower at 78%. The following graph shows the satisfaction levels of a range of ethnic groups with the quality of teaching and learning delivered by teachers.



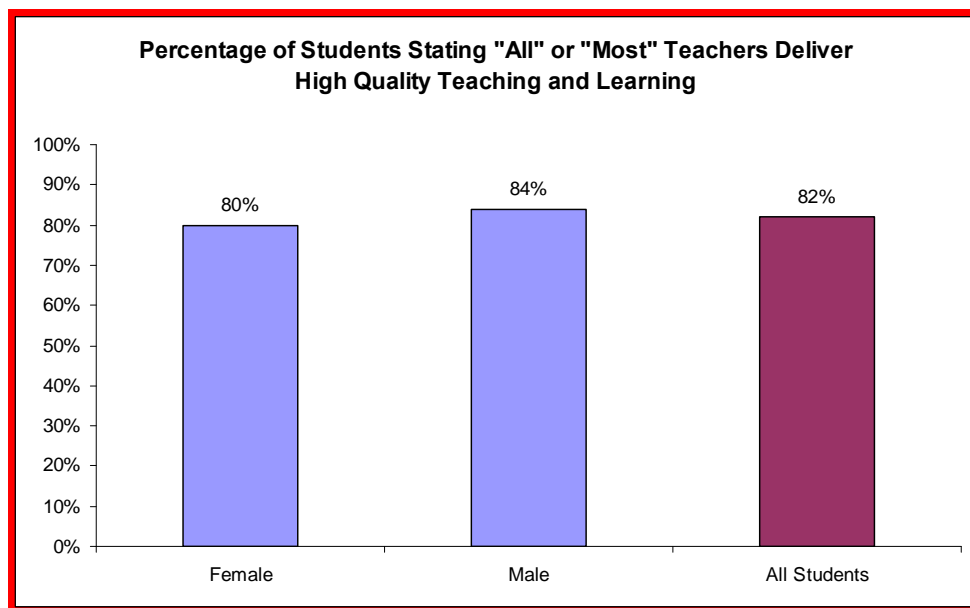
The satisfaction levels across the broad "Asian" category and the "Black or Black British - African" group are lower than the rates for all students even though the percentage of all BAME students stating that the College is "Very Good" or "Good" is high at 83%. This is an issue to be taken forward in the forthcoming year.

The following graph shows the satisfaction levels of the 16 – 18 and the 19+ age groups with the quality of teaching and learning delivered by teachers:



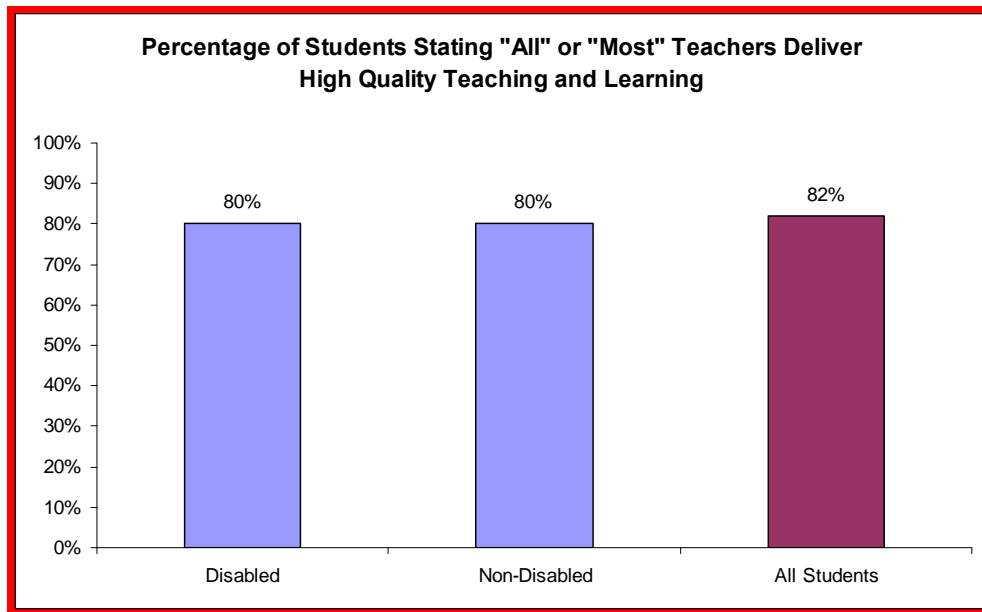
Students in the 19+ age grouping are 2% more likely to state that "All" or "Most" teachers deliver high quality teaching and learning than those students in the 16 – 18 age group.

The following graph shows the satisfaction levels of Female and Male students with the quality of teaching and learning delivered by teachers:



Male students are 4% more satisfied with teachers than Female students.

The following graph shows the satisfaction levels of Disabled and Non-Disabled students with the quality of teaching and learning delivered by teachers:



Disabled students are equally as satisfied with their teachers as Non-Disabled students.

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:-

- 1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;**
- 2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;** this means:-
 - 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.
- 3. Foster good relations between persons who share a protected characteristic and persons who do not share it;** this means:-
 - tackling prejudice.
 - promoting understanding.

The Public Sector Equality Duty encompasses all 9 of the "protected characteristics" as set out within The Equality Act 2010. They are:-

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

The following provides a range of information which examines the actions of Filton College during 2010 – 2011 which contributed to the overall work towards the achievement of these three aims.

- Learner attendance has improved continuously over the past five years and stands at 89% for the year 2010 – 2011, and behaviour is excellent no cases of serious bullying reported.
- The College has proactively identified students who left College after Level 1 or Level 2 but did not return. As a result, the programme "Suited, Booted, Recruited" is in place which prepares students for work, gives them employable skills and useful qualifications, sets up a job interview for them, provides a makeover (delivered by hair and/or beauty students) and gives them an interview suit or outfit. Ninety students out of 400 were attracted back into learning to acquire work ready skills within two weeks of launching the programme.

- Overall, the College is a healthy and safe learning place with 97% of students stating that the College is a safe place to learn and 95% stating that they understand how to behave as a student at Filton College. College Policies and Procedures which cover equality and diversity are detailed with all students and staff at induction; all aspects of bullying, harassment, personal safety, well-being and e-safety are covered. 98% of students are highly satisfied with the College induction and stated the help provided by staff was good or very good. All staff attend specific child protection and safeguarding training.
- The College has been a proactive member of the project team for the National Apprenticeships Service (NAS) "*Diversity in Apprenticeships*" project. This project aims to recruit more Apprentices from Gender, Disability and BAME groups. The project held a West of England Apprenticeships Fair attended by over 200 young people, continues to proactively communicate Apprenticeship opportunities and information within a diverse range of communities and has produced a comprehensive "Diversity in Apprenticeships Toolkit" for Apprenticeship providers in the West of England and beyond.
- The College has a dedicated Health and Safety Manager, a dedicated Disability Support Officer, a dedicated multi-faith College Chaplain, two counsellors and a sexual health professional. Strong links also exist with external agencies providing support for drug and alcohol abuse and anger management, and additionally strong links exist with SARI (Support Against Racist Incidents) and all these agencies advise on ways to improve.
- Data from the Sexual Health Service for 2010 – 2011 shows that there were 254 Clients making a total of 387 visits. Of this just under one-third of clients were Male and just over two-thirds were Female. 42 group sessions were also delivered. Not only does the service specifically address the sexual health needs of students, it is also accessible for other young people who live in the immediate area.
- The Counselling Team have excellent links with local and national organisations such as MIND, Beat, ARA, Social Services, The Priory, Indigo and The Young Carers Forum which ensure up-to-date, high quality support. In addition, strong links are in place to support students leaving the Looked After Children team and the Youth Offending team. Learner Services delivered talks to all curriculum cohorts of learners to promote the range of support services available including welfare, sexual health, counselling, finance and safeguarding/anti-bullying. During Tutorial Day, a programme of workshops also took place to offer student guidance and support on sexual health, alcohol and drugs, eating disorders, bullying and road safety. In addition, delivery takes place in outreach settings to support initiatives aimed at school leavers, 14 – 16 learners, adult learners and community provision. Issues referred to the Service in 2010 -2011 ranged from homelessness, having a lack of financial support, drug and alcohol dependence or misuse, pregnancy, physical and/or mental health difficulties, caring responsibilities, family estrangement, relationship difficulties and many others. Student satisfaction levels with Learner Services during 2010 – 2011 were: 94% stated "Excellent" and 6% stated "Good". 97% of students of those receiving counselling were successful on their course.
- Learner Support Funds have been successful in targeting those in greatest need. In 2010 – 2011, 721 applications were received of which 90% of the applicants were retained at the College and of those, there was a success rate of 98%.

- The Information, Advice and Guidance (IAG) Team provided support during the triage process to over 350 potential learners, with in-depth information, advice and guidance to ensure 'right learner, right course'. Additionally, applications were reviewed and in-depth information, advice and guidance was provided to 203 Access to Higher Education applicants.
- The Information, Advice and Guidance (IAG) Team delivered 539 information, advice and guidance sessions, a 12% increase on the previous year. 93% of learners declared the service was either outstanding or good. The following table shows more Females accessing sessions than Males. Additionally, it shows that 28% of sessions were accessed by BAME students which is more than double the College population of BAME students (12%)

Age		Gender		Ethnicity	
Pre-16	3%	Male	34%	White	70%
16-18	40%	Female	66%	BAME	28%
19+	57%			Not Known	2%

- The College Sports Academies (Bristol Academy of Sports) are a part of the College. Twelve academies (Female Football, Male Football, Rugby, Basketball, Netball, Golf, Taekwondo, Table Tennis, American Football, Cricket, Boxing and Fencing) are supported by outstanding facilities and professional sports coaches providing professional training, nutrition guidance and coaching for students. In the Basketball and American Football Academies, 20% of students are from BAME groups. The College is current national or regional champions in five sports (Female Football, Basketball, Golf, Male Football and Rugby). The College works with the Rugby Football Union, The Football Association, British Fencing Association, English Table Tennis Association and the English Colleges Amateur Boxing Association. Filton College's WISE Campus is now the site for the best athletics venue 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.
- 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. The College works with the National Trust and Carnegie Trust to support volunteering. All students are supported and encouraged to make positive contributions to College life and to the wider community, as well as responding to national and international initiatives and concerns. Students 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 students take theatre to local schools and regional theatres and put on over 15 productions a year at the College Olympus Theatre. The production 'Jesus Christ, Superstar' was critically acclaimed in Bristol.
 - The Christmas extravaganza where gifts are collected for a homeless shelter in the city.
 - The South Gloucestershire Festival of Youth Sport where on one day alone, over 1,000 primary school children from the South Gloucestershire area came together to celebrate their sporting efforts in 12 different activities.
 - Sports students and staff worked with over 800 school aged children in numerous sports and activities.
 - Sports students and staff worked with primary, secondary and special needs schools and continued work with young offenders.

- A broad range of events were held during Anti-Bullying week in November 2011 which produced excellent student-led ideas to prevent bullying in College.
 - Partnership working with Job Centre Plus to provide opportunities for unemployed adults.
 - The Skills for Life Department delivers literacy, numeracy and basic IT courses to over 300 students in 10 libraries within the local area, upskilling communities to help them develop both career and personal goals.
 - Quit smoking support sessions
 - First Aid sessions
 - British Sign Language sessions
 - The Student Union organises cultural awareness months and free international food in the student restaurant.
 - Duke of Edinburgh Schemes
 - Locally organised volunteering schemes
 - Construction students helped a local school refurbish a classroom, the RNLI refurbish a room at Portishead Lifeboat Station and work with Bristol social housing companies to provide at cost repair services.
 - Give Blood Campaign
 - Delivery of a Well Being Day
- The Teacher Development Unit is very effective and bespoke training on INSET days has been delivered with positive feedback. The Unit has identified key strengths and areas for improvement for each College department. In addition, the College staff appraisal process takes account of areas for improvement and allows staff to identify areas for improvement through a detailed training needs analysis. During the summer staff development week, staff attended 660 development sessions.
 - Excellent progress has been made at Filton 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. A robust lesson observation process is in place and these showed that 80% of lessons embedded skills development alongside the acquisition of new knowledge. Students were encouraged to work collaboratively and to support their peers.
 - Governors 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 to 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 Equality and Diversity 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 will be published by the College in April 2012. Equality and diversity is covered in continuing professional development for all staff. Additionally, staff are required to identify their individual contribution to progressing equality and diversity during the annual performance review process. The College's Equality and Diversity Committee is well established, is chaired by a Governor, and plays a key role in driving improvement and development across College activity.
 - During 2010 – 2011, there were no staff grievances, disciplinary issues or dismissals relating to equality and diversity issues of any nature.
 - During 2010 – 2011, the staff survey returned a 90% positive feedback result to the question "this organisation provides equality of opportunity for all".

- When monitoring staff profiles in respect of sexual orientation and religion/belief, only 2% of staff have preferred not to disclose information in relation to their sexual orientation and only 4% of staff have preferred not to disclose information in relation to religion/belief. However, for both of these protected characteristics, information is currently not known in respect of 44% of the workforce due to currently capturing this information for new recruits only and not for staff who have been in post for some years. Having 'prefer not to say' rates of just 2% and 4% in respect of these two protected characteristics, suggests the opportunity to continue the trend raised under the Disability and Race sections of this report where staff appear to be more confident in disclosing personal information at Filton College when compared to the national picture. Work towards the capturing and analysis of this data in order to address any equality and diversity gaps emerging is ongoing.
- There are regular events at the College which celebrate diversity, raising awareness with staff and students; examples are:
 - Equality and diversity celebrations;
 - Black History Month;
 - Dyslexia Awareness sessions;
 - Mental Health Awareness sessions;
 - Sexual Health Awareness sessions;
 - A comprehensive range of information and displays, activities and workshops were implemented to increase student awareness of a variety of key health and environmental issues and to encourage tolerance and diversity within the College.

Future Plans and Developments

The key areas for development in the forthcoming year are:

- To review and set refreshed Equality and Diversity Impact Measures (EDIMs).
- Review the current Single Equality Scheme and produce a refreshed Single Equality Plan containing key objectives for the College. This will ensure the continuation of the development of equality and diversity performance and meet the new provisions of the Public Sector Equality Duty.
- Promote equality through projects to support disadvantaged students.
- Continue to enhance and demonstrate that equality and diversity is embedded in the curriculum.
- Continue to use and develop learner data to identify and address outcomes for vulnerable groups of learners.
- Continue to use and develop staff data to identify and address issues for groups of staff.
- Further develop and embed the use of equality data.
- Further develop and embed the use of Equality Impact Assessment and Analysis.

These future plans will be detailed within our Single Equality Plan which will be published prior to 6th April 2012.



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