



Stroud
COLLEGE
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Equality and Diversity Annual Report 2010/11

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Introduction

This report provides an overview of Stroud 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.

Equality and diversity are integrated well into Stroud College life. 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. All governors, full time and substantive staff have undertaken thought provoking and challenging equality and diversity training.

An established Equality and Diversity Committee, chaired by the Principal, plays a key role in supporting, assessing and monitoring practice as well as in making recommendations for improvement and development. A governor attends equality and diversity meetings together with representatives from two specialist colleges. There is also a Disability Equality Committee comprising students and staff which is chaired by the Vice Principal. The College's key delivery mechanism for equality and diversity is the Equality Scheme which sets out the College's intended objectives in its pursuit to continuously develop and progress in this area.

The key aim of the Equality Scheme is to ensure that all staff, learners and other college stakeholders are supported as follows:

- To ensure that they are not denied opportunities for access, development and success within all reasonable circumstances
- To ensure that the college strives to eliminate discrimination, harassment and victimisation
- To ensure fair and equitable opportunities for training and promotion are provided
- To promote good relations between people from different 'racial' groups
- To address the cause of any gender related pay gaps
- To promote positive attitudes towards disabled people, encouraging their participation in public life and taking steps to meet disabled peoples' needs
- In relation to age, sexual orientation and religion and belief, to monitor future legislation.
- Provide a high quality learning experience for learners and a supportive working environment for learners and staff
- Recognise and reflect the positive contributions of all genders from different social backgrounds, cultures, religions, abilities, ages and sexual orientation

The College has developed an Equality Impact Assessment process, monitored by the Disability Equality Committee, used to examine and ensure that 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 Filton 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. It examines key equality and diversity information in relation to both students and staff at the College

Equality and Diversity Impact Measures (EDIMs)

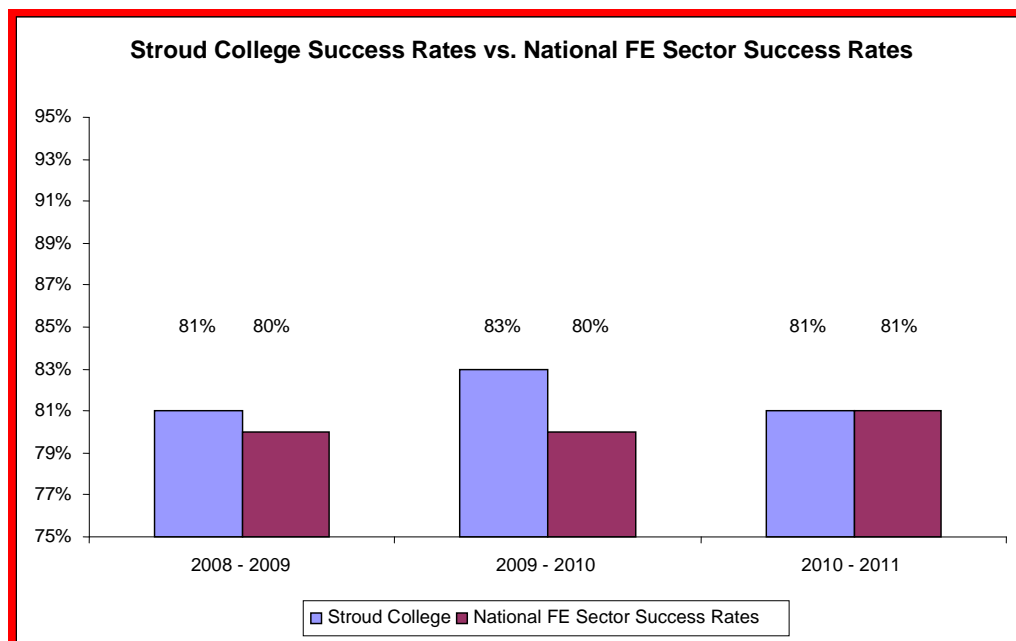
The College sets Equality and Diversity Impact Measures (EDIMs) that are specifically aimed at narrowing any achievement gap between different groups of students; these are approved by Governors. Positive progress was made in relation to all EDIMs set for 2010/2011 and the following table displays the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

EDIM	Outcome	Improvement
Gender targets: Long courses		
Arts, Media and Publishing Improve retention of Males by +7%	78%	-4%
Improve achievement of Males by +4%	100%	+6%
Business, Admin., Law Improve achievement of Females by+8%	70%	-13%
Education and Training Improve Female achievement by +5%	94%	-6%
Health, Public Services and Care Improve Male retention by +11	68%	-9%
ICT Improve Male achievement by +5%	94%	+2%
Languages, Lit., and Culture Improve Male retention by+19%	0%	No males
Preparation for Life and Work Improve Male achievement by +4%	97%	+12%
Retail and Commercial Enterprise Improve Male retention by+17%	67%	-21% (Only 3 Males on course)
Gender target: Short courses		
Education and Training Improve Male success rate by +4%	97%	+12%
Health, Public Services & Care Improve Male achievement by +25%	90%	-10%
Preparation for Life and Work Improve Female success rate by +2%	95%	+2%
Increase the number of female students in Construction and planning	1.5%	=
Increase the number of female students in Engineering and Manufacturing Technology	1.9%	New course
Increase the number of Male students in Retail and Commercial Enterprise	1.9%	+0.8%
Increase the number of Male students in Health, Public Services and Care by 20%	25.5%	-9%
Target: Ethnicity		
Increase the number of job applications from black and minority ethnic applicants by 4%		
Improve success rates for Bangladeshi and Mixed race learners	100%	
Target: Disability		
Improve the management and monitoring of		

information relating to learners with disabilities, with particular regard to retention rates		
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An Overview of Success Rates at Stroud College

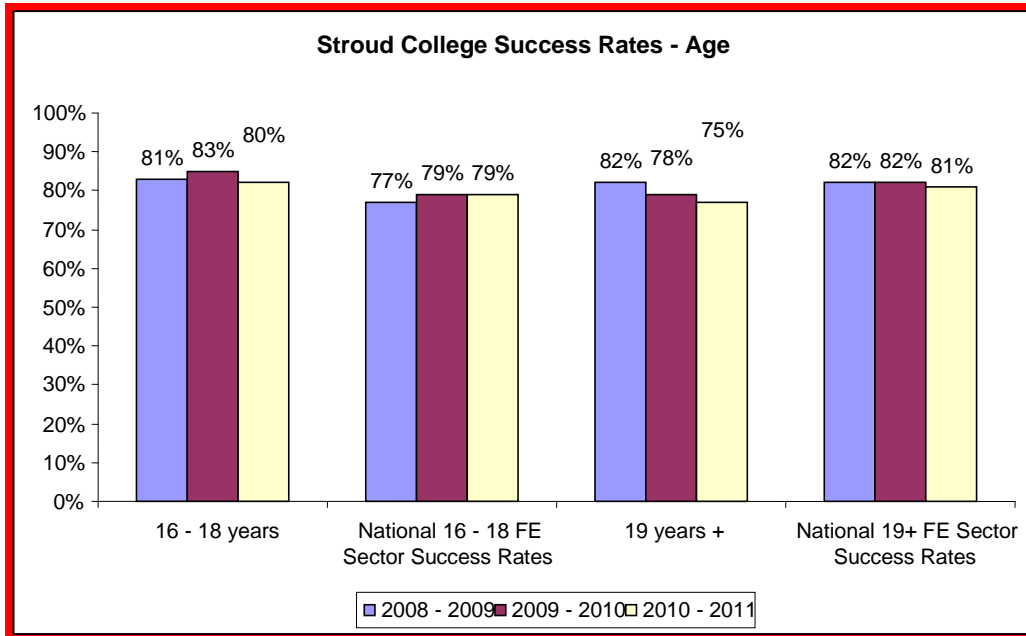
Overall, there were over 1265 full time students enrolled at Stroud College during 2010 – 2011. The following graph shows the success rates of all students at the College over a three-year period and compares these to the national FE Sector success rates in England¹. The success rates of students at Stroud College are consistently above the national success rates of the FE Sector in England.



¹ National FE Sector success rates use ProAchieve data.

Age

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. Success rates for 16-18 are consistently above the national FE Sector success rate during the three-year period.

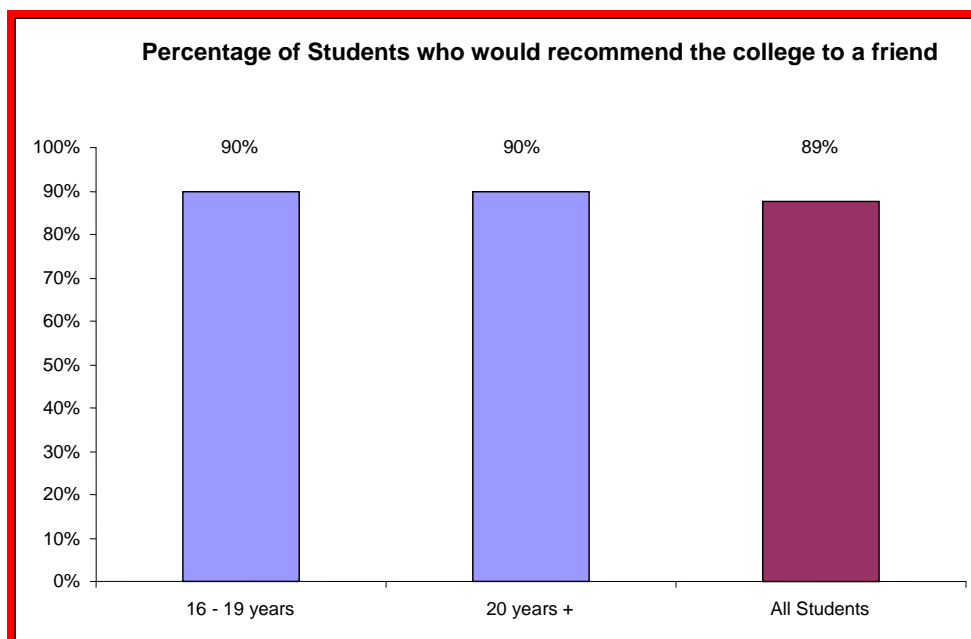


At Stroud College, 54% of 16-18 students received Education Maintenance Allowance (EMA)³ in 2010 – 2011, 82% of these at the full rate of £30.

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.

2010 – 2011 Student Survey feedback⁴: 'I would recommend the college to a friend' results for the 16 - 19 group increased by 2% in 2009 – 2010 and decreased by 5% for the 19+ group in comparison to 2009 – 2010.



Staff profile

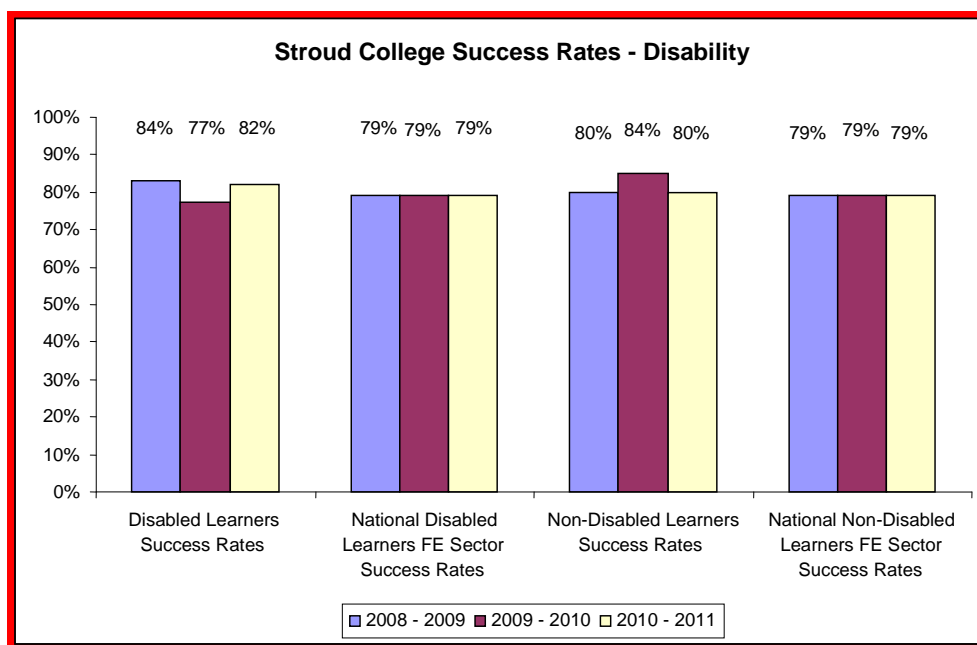
Age Band	Stroud College	FE Staff in England ⁵
Under 25	4%	6.3%
25 – 29	8%	8.3%
30 – 34	11%	8.9%
35 – 39	9%	11.0%
40 – 44	16%	13.8%
45 – 49	14%	15.1%
50 – 54	15%	13.9%
55 – 59	14%	12.1%
60 – 64	8%	7.8%
65 and over	2%	2.8%
Not Known	0	
Not Provided	0	0.1%

⁴ QDP On Programme Student Survey May 2011

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, students at Stroud College that declared they had a disability, showed a 5% improvement on the previous year performing better than those that did not declare a disability. The graph below shows the success rates of students with disabilities and compares these to the national FE Sector success rates in England⁶. In 2010-11 success rates for learners that declared they had a disability were 3% above national benchmark.



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.

16-18 year old students are assigned to a Learning Mentor and if appropriate they also receive additional learning support (ALS). Learning Mentors offer pastoral support and one to one mentoring. They undertake 'At Risk' questionnaires with all 16-18 year olds at the start of the year and follow these up with appropriate internal or external support.

The Learning Support team has excellent relationships with external agencies, for example, Youth Support Services, SENcos (SENCO Partnership), main stream and special schools. Learning support needs are routinely identified through formal processes involving local schools from year 10 onwards. Staff attend year 9, 10 and 11 reviews to establish support need and make accurate predictions for the effective use of Additional Learning Support (ALS).

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 Stroud College, 302 identified students received ALS in 2010 – 2011. For 16 - 18 students, the achievement rate was identical to those assessed as not requiring it but for 19+ learners there was a difference of 14%.

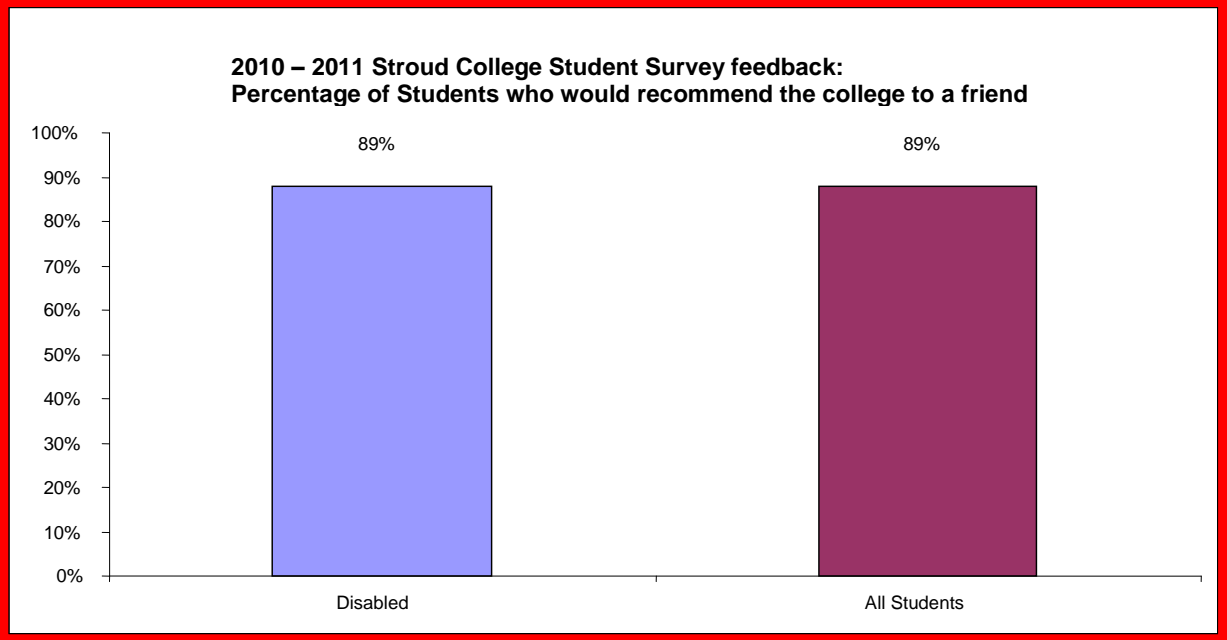
⁶ National FE Sector success rates use ProAchieve data.

⁷ Young People's Learning Agency (YPLA), Funding Guidance 2011/12, Funding Regulations.

There is an excellent reporting process for all learners that disclose a specific learning difficulty at enrolment, whether that is dyslexia, mental health issues or physical disability. These are student issues that would not necessary have been identified through other means. Excellent communication systems exist that ensure that individual needs are met across all courses. 139 information is shared with those that need to know through pen portraits.

There were 80 students on discreet programmes for LDD, each following a personalised timetable that focuses appropriately on either personal or social independence and preparation for working life. Excellent working relationships exist between the team and local organisations including Dundry Nursery, Cotswold Care Hospice, Slimbridge Wild Fowl and Wetlands Trust, the Canals Trust and Thistledown

Feedback suggests that all students are very satisfied with their experience at the College. The student survey results in 2010 – 2011 show that 89% of students would recommend the College to a friend. There was no difference in the satisfaction rate results for Disabled students and all students:



3.2% of all FE Staff in England disclosed having a disability in 2009/2010; at Stroud College, 7.5% of staff have declared a disability. This potentially indicates that staff are more confident in disclosing a disability at Stroud College compared to a 9.3% non-disclosure rate in the FE Sector nationally.

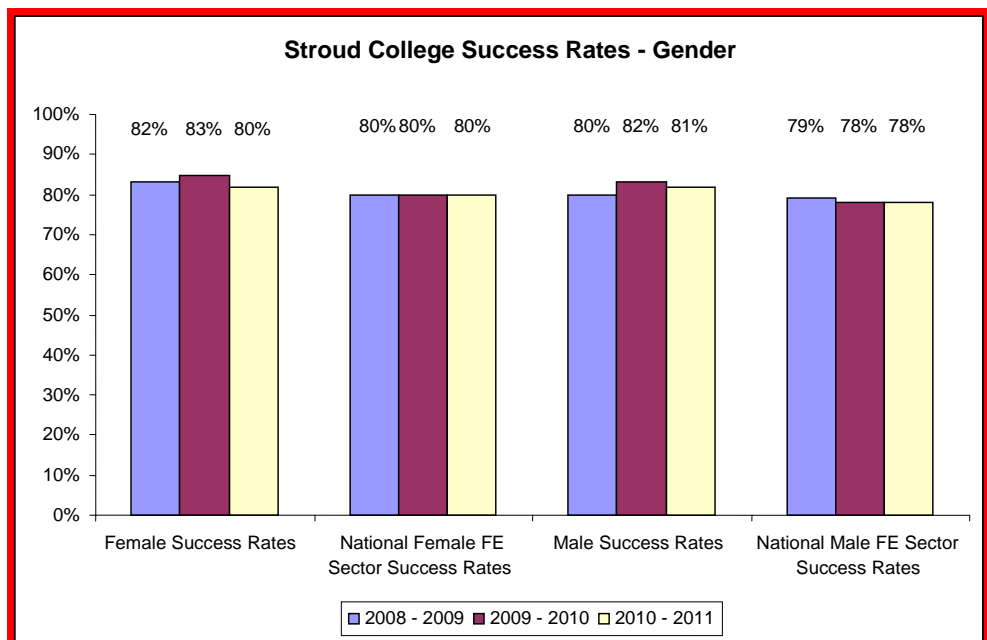
Group	Stroud College	FE Staff in England⁸
Yes – Physical Impairment	5.2%	3.2%
Yes – Learning Difficulty/Disability	1.8%	
Yes – Mental Ill Health	0.5%	
Prefer not to Say	45%	
No Disability	46%	1.0%
Not Known	1.9%	87.5%
		8.3%

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, 51% of all students at Stroud College were Female and 49% 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.



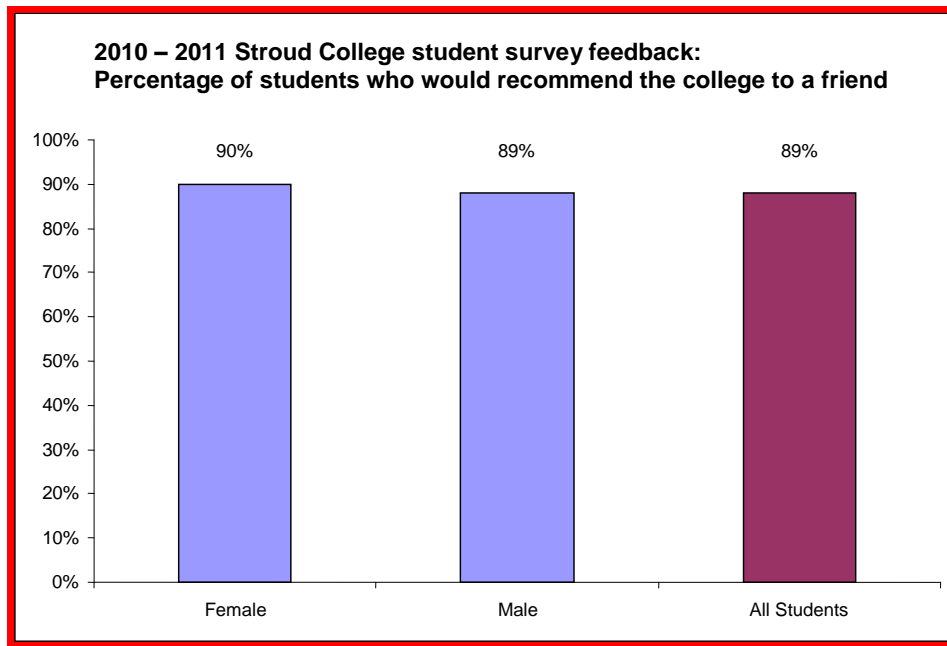
Success rates for both Females and Males have remained higher or, in the case of Females in 2010-11, at the national FE Sector success rate benchmark over the three-year period.

With regard to the 16 – 18 age group, success rates on academic subjects are 1% higher for Females and Males, but Females are 11% more likely to stay than Males.

In the case of adult students, Females have a success rate that is 7% greater than Males and Females are 5% more likely to stay than Males.

Student survey feedback suggests that there is no appreciable difference between gender groups in satisfaction with their college experience. 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, 89% of all students stated that they would recommend the college in 2009-10:

⁹ National FE Sector success rates use ProAchieve data.



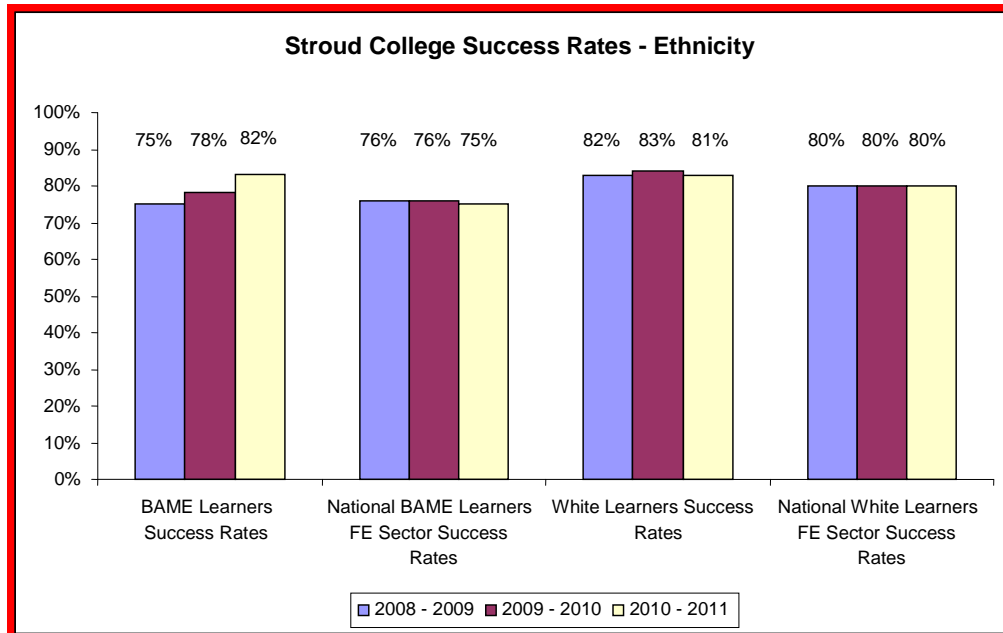
The proportion of Female to Male staff at Stroud broadly reflects the national figures:

Group	Stroud College	FE Staff in England ¹⁰
Female	65%	63.7%
Male	35%	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 Stroud College is located, is 5.8%¹²; the BAME population of learners at Stroud College during 2010 – 2011 was 4.00%.



In 2010 – 2011, the success rate of students from a BAME heritage at Stroud College was a significant 7% higher than the success rate of BAME groups in the FE Sector across England¹³. They are also 1% higher than the success rates for White students at Stroud. In addition, success rates for BAME students have improved year on year over the three-year period.

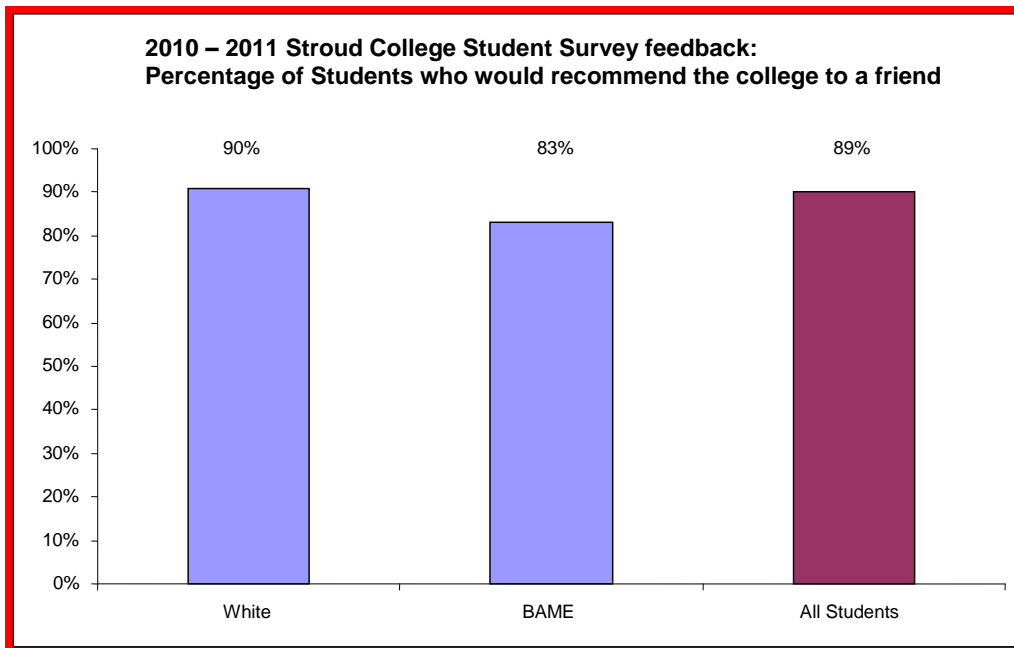
Within the BAME category, students from Black, Caribbean and African groups have a lower success rate and this is regarded as an area for improvement. Bangladeshi and Chinese learners have outstanding success rates at 100%.

The 2010 – 2011 On Programme Student Survey responses show a 7% difference in satisfaction between BAME and White student groups compared with 4% difference in 2009-10. The results for the White group fell by just 1% in comparison to 2009 – 2010 and by 4% for the BAME group in comparison to 2009 – 2010.

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 National FE Sector success rates use ProAchieve data.



Nationally, the percentage of Black, Asian and Ethnic Minority (BAME) staff employed by FE Colleges in England is 8.6% and the national BAME population is 12.5%¹⁴.

Group	Stroud College	South Glos. Population	FE Staff in England ¹⁵	England Population ¹⁶
Asian or Asian British – Bangladeshi	0.0%	0.2%	0.3%	0.7%
Asian or Asian British – Indian	0.2%	1.2%	1.7%	2.7%
Asian or Asian British – Pakistani	0.2%	0.7%	0.9%	1.9%
Asian or Asian British – Other	0.7%	0.3%	0.6%	0.7%
Black or Black British – African	0.0%	0.4%	1.0%	1.5%
Black or Black British – Caribbean	0.0%	0.5%	1.5%	1.2%
Black or Black British – Other	0.0%	0.1%	0.4%	0.2%
Chinese	0.0%	0.5%	0.3%	0.8%
Mixed - White and Asian	0.0%	0.4%	0.2%	0.6%
Mixed - White and Black African	0.0%	0.2%	0.1%	0.2%
Mixed - White and Black Caribbean	0.2%	0.5%	0.3%	0.6%
Mixed – Other	0.0%	0.3%	0.4%	0.5%

¹⁴ Source: Office for National Statistics, 2009 Population Estimates by Ethnic Group (Experimental Statistics)

¹⁵ Source: Further Education College Workforce Data for England, An Analysis of the Staff Individualised Record Data 2009 – 2010, March 2011. Lifelong Learning UK (LLUK).

¹⁶ Source: South Gloucestershire Council and Bristol City Council published statistics utilising Source: Office for National Statistics, 2009 Population Estimates by Ethnic Group (Experimental Statistics)

White – British	91.3%	91.2%	82.6%	82.8%
White – Irish	0.7%	0.6%	0.8%	1.1%
White – Other	3.2%	2.5%	3.1%	3.6%
Other	3.2%	0.5%	0.9%	0.8%
Prefer Not to Say			1.2%	
Not Known	0.0%		3.9%	

Note: Totals may not sum because of rounding.

At Stroud College, 100% staff have preferred to provide information in relation to their ethnicity compared to 94.9% in the FE Sector nationally, potentially indicating that staff are more confident in disclosing personal information at Stroud College when compared to the national picture in the FE Sector.

Religion and Belief

The college 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, e.g. Carol services, Inter-faith event, Christian services; Commemoration e.g. Armistice Day Remembrance; Education and Pastoral Care e.g. Demystifying Islam tutorial led by practising Muslim Learning Mentor, Visit to Mosque, Programme of 'raising awareness' tutorials, Multi Faith week, One-to-one conversations, Inter-faith quiet room at main site, Open prayer sessions for staff and students before classes Links with the wider faith community/organisations e.g. The college links with Churches Together, a partnership of local churches

Student Engagement

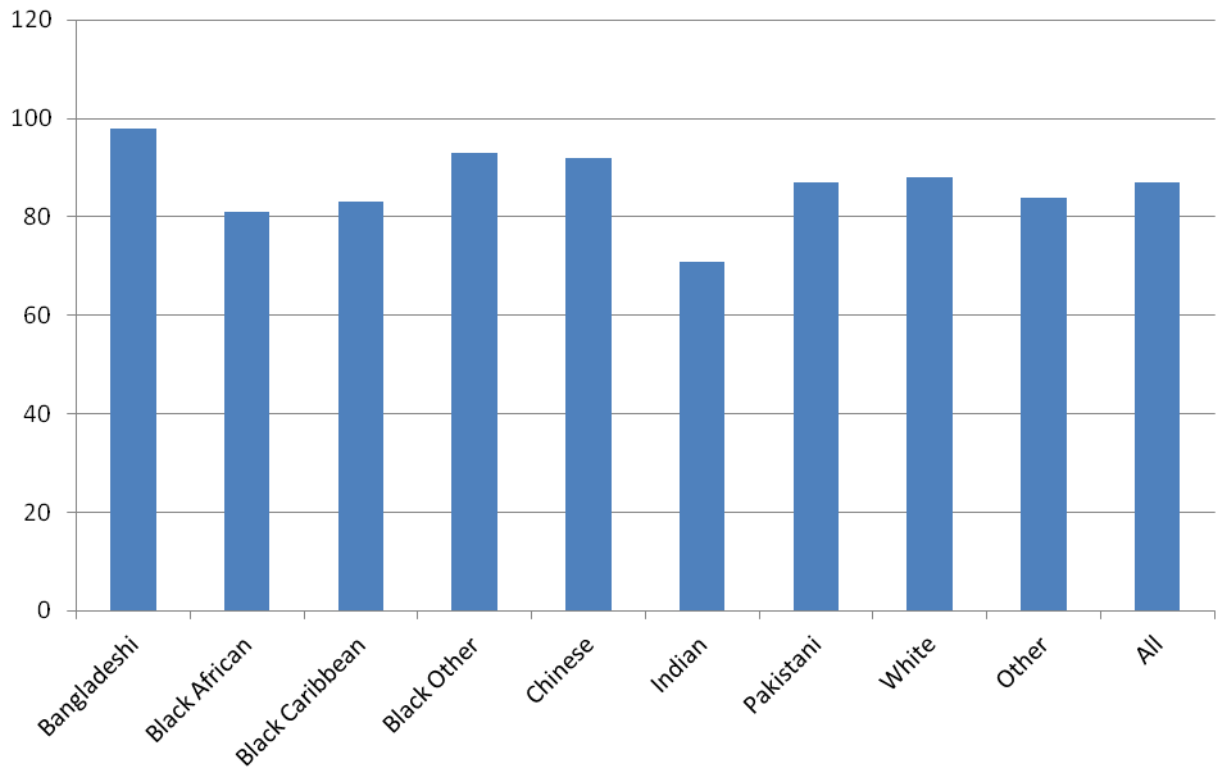
The College engagement with and use of student feedback has developed considerably over recent years resulting in a significant rise in the number of students stating that the College has improved through the College listening to and acting upon their views. These activities include:-

- Student Surveys (induction, on-programme and 'talk days', the latter specifically focused on students' teaching and learning experience)
- Learner curriculum forums, chaired by the relevant curriculum manager, the student liaison coordinator and the quality manager as possible
- Student Council, chaired by students trained in the role
- Two student governors attend the Board
- Student Ambassadors who assist with open evenings and link days
- Attendance by students at some Departmental meetings
- Attendance by nominated students at Disability Equality 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 'meet the tutor' and open evenings which are increasingly well attended year on year, from 445 attendees in 2009-10 to 525 in 2010-11.

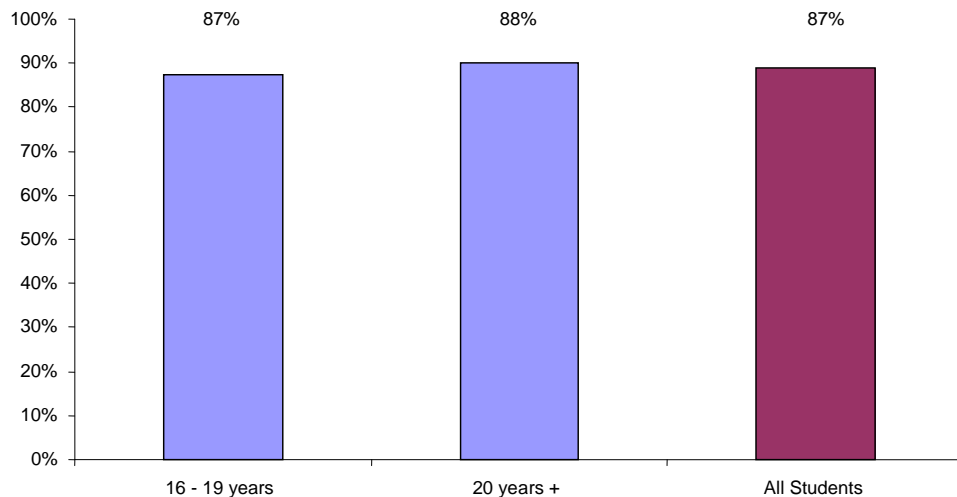
Responses through the 2010 – 2011 Stroud College On Programme Student Survey demonstrate high levels of satisfaction with the students' experience of teaching, learning and assessment.

Percentage of Students responding positively overall to questions about their teaching and learning experience

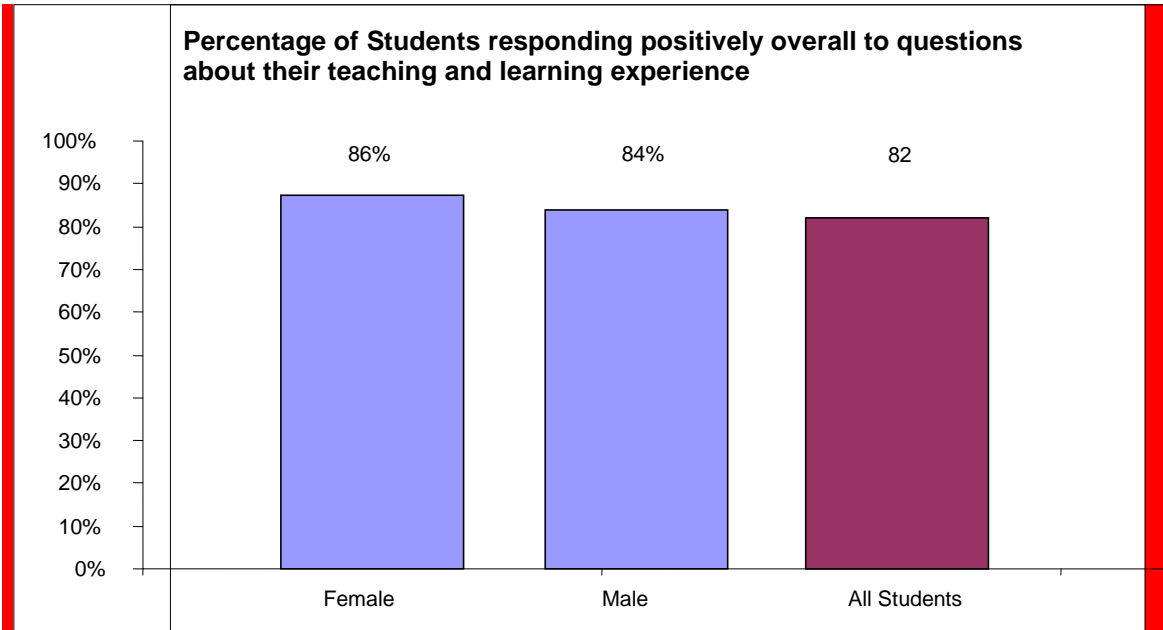


Overall responses to questions about the quality and teaching, learning and assessment given by students in the On Programme student survey indicate no significant difference in experience between age groups:

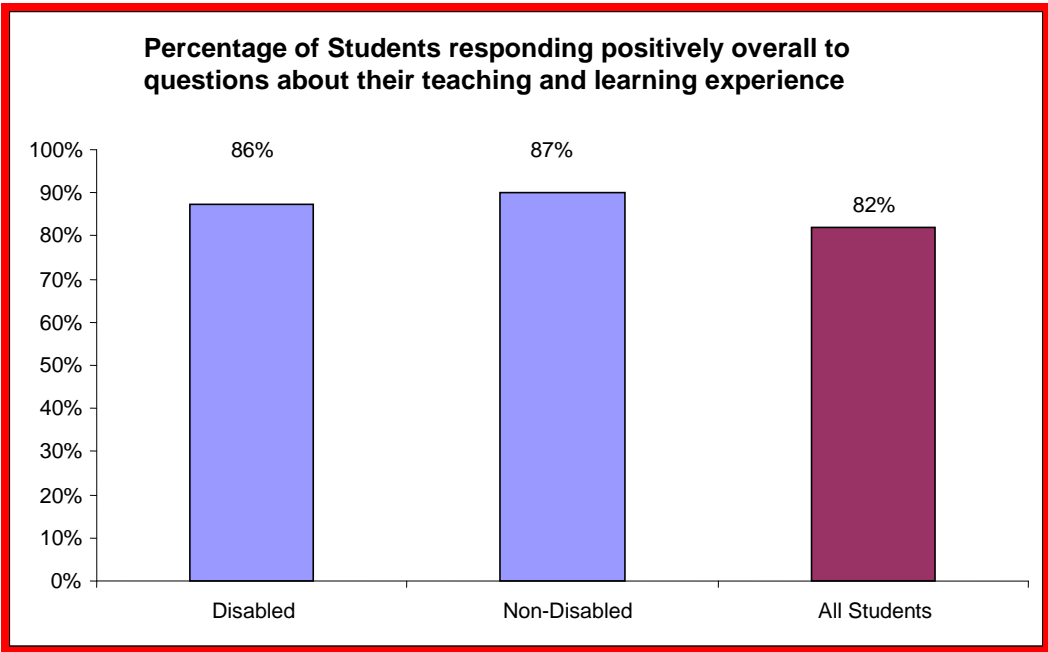
Percentage of Students responding positively overall to questions about their teaching and learning experience



Overall responses to questions about the quality and teaching, learning and assessment given by students in the On Programme student survey indicate that Females are 2% more likely to feel positive about their teaching, learning and assessment experience than Males.



Responses in the On Programme Student Survey demonstrate no significant difference in the satisfaction levels of Disabled and Non-Disabled students with the overall quality of teaching, learning and assessment:



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 Stroud 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 88% for the year 2010–2011, and behaviour is excellent with no cases of serious bullying reported.
- - The College's Equality and Diversity Committee is well established, is chaired by the Principal, and plays a key role in driving improvement and development across College activity. The Disability Equality Committee promotes and supports the rights and needs of disabled staff and students. This committee, a sub-committee of the Equality and Diversity Committee, has taken the lead in the Impact Assessment of key college policies. The Disability Equality Committee assessed 18 key policies in 2010-11.

- The Equality and Diversity action plan encompasses all aspects of college business and is systematically monitored by the Equality and Diversity Committee. Targets, based on the college Equality and Diversity Impact Measures (EDIMS) are set for each curriculum area.
- The college 3 year EDIMs indicate that students who declare themselves as mixed race and those of Bangladeshi origin do not achieve as well as others. These students are flagged on MIS and learning mentors oversee their progress. In 2010-11 students of mixed race and those of Bangladeshi heritage have achieved better than the college average.
- Students with learning difficulties or disabilities who receive learning support achieve as well in their qualifications as those not identified as needing learning support
- A research project was undertaken to investigate the reasons why learners who travel long distances achieve less well than others. The results of this research have prompted the college to negotiate a discounted deal for bus fares with our main local transport provider allowing learners more choice in travel times to and from college.
- Stroud College is a healthy and safe learning place with 96% of students stating that the College is a safe place to learn and 92% stating that tutors encourage high standards of behaviour and work. Students and staff are all made aware of the College policies and procedures at their respective inductions; all aspects of bullying, harassment, personal safety, well-being and e-safety are covered. During induction, students are shown the desktop link that takes them to a series of 'Talking Heads'; these are short video clips made by staff, e.g. the Learning Mentors and the college counsellor service, to advertise their role and contact details.
- Policies are reviewed and updated on a systematic basis so that the college meets or exceeds its legal requirements. Student-facing policies and procedures are uploaded to the student Virtual learning Environment (VLE) and all policies and procedures are uploaded to the staff intranet for access by staff.
- Governors, staff and volunteers (97% of staff) are trained in Safeguarding Children and Young People and in The Protection of Vulnerable Adults. All have undertaken effective, thought provoking training in Equality and Diversity. All governors, staff and volunteers are checked by the Criminal Records Bureau. Respect and dignity and the concept of rights and responsibility are reinforced throughout the year both in the classroom and throughout College. College staff facilitated staff training sessions on 'Challenge and Change' to build confidence and give colleagues strategies to deal with issues.
- The college belongs to the Network for Black Professionals, holds the disability two ticks kite mark and actively seeks to recruit diversity of staff. The college is actively seeking to recruit more staff from black and minority ethnic groups (BME). The college has a specific EDIM relating to increasing the number of applicants from BME backgrounds. Progress towards this EDIM has been steady although there have been fewer vacancies to fill during 2010-11. Wider communication of vacancies was achieved through the use of external recruitment websites.
- Staff are trained to recognise possible signs of abuse or neglect and know how to report concerns. The college works with the local PCT, NHS, Police and Safety Officers, Gloucestershire Safeguarding Team, and specialist agencies such as the Common Assessment Framework (CAF), drugs, rehabilitation and pregnancy advice units, Connexions and support agencies. The college does not tolerate bullying and harassment. All students and staff have a very clear understanding of this requirement which is reinforced at induction, through tutorials, in college wide themed weeks and in policies and practice.

- The college has a dedicated Health and Safety Manager. The college health and safety committee meets regularly and comprises a governor, the head of estates and curriculum and business managers. All venues and activities are risk assessed and staff are trained in safe working practices. Overseas visits are subject to approval by governors. Staff give and receive a direct contact number when working away from a main site. Accidents are systematically reported to the Board. The number of recorded accidents in 2010-11 decreased to 34 from 36 recorded in 2009-10, however none were serious incidents. There were 3 “RIDDOR” accidents, the same as 2009-10. All incidents involving first-aiders are now recorded. Students undertake health and safety training at induction and throughout their course as appropriate.
- The college has a dedicated multi-faith College Chaplain and a dedicated inter-faith quiet room.
- A confidential counselling service for students is available both one to one and on line. Students self-refer and Learning Mentors also refer students to counselling sessions. Over 300 hours of one to one counselling were delivered in 2010-11 to approximately 100 students. Most of the clients were aged 16-18 (67%) with those aged 19+ representing 30% of clients and 3% of clients being aged under 16. The retention rate for students receiving counselling was 96% which is higher than the college average.
- The college works with Nelson House drugs and rehabilitation unit, with GPs and with mental health services. In consultation with GPs the college has built up its art-on –prescription-provision for those with mental health issues and is preparing to provide new courses in conjunction with the Museum in the Park.
- The college is a key partner in the local Common Assessment Framework.(CAF) and regularly hosts multi-agency meetings to encourage greater dialogue between agencies and partners. Staff are well trained to support the 4 students who currently hold CAFs.
- A sexual health nurse visits the college each week, for the second year around 200 young people have received HPV vaccinations. Students are offered Chlamydia testing and other sexual related advice both through appointments with the nurse and through tutorials. 30% of 16-25 year olds were screened for Chlamydia. The College operates the “C-Card” system to promote contraception and 8 members of staff have been trained as advisors. 250 students signed up to the C-Card scheme. The college works across the community and at the main site with the local police, NHS and a range of agencies to ensure that students with welfare, mental health or other health-related issues are supported and where necessary directed to the appropriate agencies.
- Learner Support Funds have been successful in targeting those in greatest need. In 2010 – 2011, 195 students aged 16-18 were helped, 117 learners aged 19+ were also helped.
- The college has its own Hardship Fund aimed at helping students who have found themselves in extreme hardship through homelessness and a breakdown of family relationships. Some students are residents with the Five Valleys Foyer project and Ark House sheltered housing. The College supported learners with the cost of fees and materials for their course, travel and meals amongst other emergency costs. Funds were raised by staff through a tombola and cake sale during the carol service organised in conjunction with Stroud Churches Together. Through writing to local charities we received donations from the Lions Club of Dursley & Stroud United Charities. Stroud Rotary Club also donated towards the fund following a talk given by Customer service staff.
- Enrichment activities include sports, health, community, charity events and fun activities including a student BBQ and outdoor games. The majority of students participated in enrichment activities. In 2010-11 25 sporting activities were available to students up from 20

in 2009-10. There are on average 130 students per week taking part in sport, 35% up on 2009-10.

- Volunteering is positively encouraged helping young people to make a positive contribution to their communities and prepare themselves for work. Two highly successful 'Adding Value days' were held during the year when 600 learners attended the events and over 20 external volunteering organisations and charities provided staff and resources to encourage students to think both about their careers and about volunteering. As a result of these events, a group of Carpentry students regularly work with the Cotswold Canals Trust, Health & Social Care students volunteer with the St Johns Care trust as part of their mandatory work experience, and other regular links were forged with local football teams, care homes and charitable trusts. Students in the Art Academy worked on a variety of projects with voluntary organisations, organising an Art Show with the Museum in the Park and a fundraising fashion show with the RSPCA. Construction students built a goat house for a local primary school.
- The tutorial provision is extremely effectively and innovatively coordinated by two dedicated tutorial co-ordinators who have enhanced both the processes for group tutorials and 1-2-1s. These are either college wide activities or classroom presentations for use during timetabled group tutorials. Themes this year have included:
 - European culture & languages – using staff from different European origin presenting facts and background to their home country
 - Multi faith week – learners attended an event based in the Learning Resource Centre where tables are set up with different faiths including Buddhism, Judaism, Hinduism, Catholicism, and even Druidry. Learners are encouraged to ask questions as well as listen to talks from the representative on hand.
 - Cannabis and Mental Health Week – over and above more general group tutorials on health and diet, we have run a college wide activity with external speakers to deliver reality facts as well examples of the impact the prolonged use of 'leisure' drugs can have.
- There is an open access policy to the college careers service which is available to learners and to the community as a whole. A specialist member of staff provides one to one support and information to learners and a tailored service to support tutors in delivering tutorials. There was an increase of 100% in the number of group careers tutorials delivered and an increase of 35% in the number of personal interviews. Referrals were made to the college service from a number of agencies including; Job Centre Plus, The Probation Service; Nelson Trust (drugs and rehabilitation centre); The Hospital Education Service; PCT Mental Health Team and Gloucestershire College. Connexions and the Next Step Advisors attend college weekly. The college service has brokered interviews with employers such as the Police Service and supported housing agencies for those with mental health issues.
- Students are encouraged to give blood and the blood service regularly attends College. A wide variety of fundraising for charity events are held through out the college, these include Red Nose Day, Breast Cancer Awareness, Testicular Cancer Awareness and Save the Children and fund raising and individual events are run by specific courses. The college's preferred charity for 2010-11 was the Cotswold Care Hospice and the college's Student Hardship Fund.
- Students with barriers to learning undertake work experience in the gardens of the hospice, joint courses are run for the care sector and the Principal is a member of their Board. Many students are passionate about the environment and work with the college to promote sustainability and good practice.

- Learners with barriers to learning improve their employability skills and support the environment by running a paper collection and recycling service across the college. In addition they undertake work placements one day per week.
- Skills For Life and English as a Second Language learning programmes are designed individually and contextualised to appeal to and develop the learner in all areas, increasing employability skills and facilitating applications to higher education. Staff are very well qualified in this area, all holding the level 4 specialism in Literacy, Numeracy or ESOL and one has dyslexia assessor status. The Skills for Life team runs courses in conjunction with OLAS – services for people who have mental health needs. They also run schools-based Teaching Assistants and Family Learning courses where schools have noted a keen improvement in parent-teacher relationships as a result.
- Ten year 11 students have been funded by the LEA to attend a full-time Freshstart programme. These learners are supported by caring and gifted staff who treat the students with respect and dignity and encourage them to succeed by incentives rather than penalties. All of the learners have returned to further education to continue their studies.
- In response to the rising number of NEETS, including children excluded from school, young people in care, those suffering emotional, social or physical abuse, the college offers a 'Choices' programme. These programme are staffed by specialist staff and although the majority of students have had severe behavioural issues which have challenged staff, in 2010-11, 90% successfully exceeded their own expectations and progressed to other programmes in the college.
- The College is actively involved in fundraising for charities, simultaneously raising awareness of illnesses such as Breast Cancer and Testicular Cancer and encouraging students to collaborate and develop team building skills. Students have also raised monies for the Salvation Army, Help for Heroes and the RSPCA.
- This year the College has established links with Princes Trust and Waldorf Academy in Stroud. Both initiatives focus on 'hard-to-reach' learners. In the case of the Waldorf Academy, students from all over the UK and overseas attended courses to engage them and develop their sociability skills. Many of the students are home schooled or attend Steiner schools. The Princes Trust offer students a life-line and second chance to develop employability skills and citizenship through developing both practical skills and CV writing, interview technique and working together. The College has supported the initiatives further by providing free training and incentives for students such as free beauty treatments.
- The college has been highly responsive in supporting the impact of redundancy. The Business Training team react quickly to redundancy situations providing a variety of support and guidance for example during the merger of the Stroud & Swindon Building Society.
- Provision is suggested, developed and supported by community projects, residents groups, mental health and addiction support organisations, schools, parent support organisations, Councils, village groups, community charities and employment support organisations. These include:
 - 2gether Trust (NHS), GL11 Community Project, Nelson Trust, Independence Trust, Childrens' Centres, Archway School, Stroud District Council, APT Central in Stonehouse, Breakheart Quarry Committee, Salvation Army Day Centre, Innishfree, Lower Kingshill Management Cooperative, Stonehouse Opportunities, Gloucestershire Gateway Trust and various village hall committees where residents have asked for classes to be delivered from their local venue.

Consequently the ACL provision is diverse and is delivered at times and places that meet the needs of the learners.

- Taster course for school pupils, skills swap days and activities are in place to encourage males into health and social care and early years and females into construction.
- The Fairness Team comprising staff volunteers, trained in advocacy skills by Barnardos, provides a mechanism for staff and students to access confidential support and guidance. Confidential counselling for students and staff is available on line, or face to face at scheduled “drop in” sessions.
- During 2010 – 2011, there were no staff grievances, disciplinary issues or dismissals relating to equality and diversity issues of any nature.

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.

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

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