



Public Sector Equality Duty Report

November 2019

Foreword

Woking College is a Sixth Form College which provides a range of Level 3, (AS, A2 and BTEC) and Level 2 courses (English, Maths, Science GCSE and CTEC) and one Level 1 course to sixth formers. Students also participate in a range of over 50 enrichment activities to enable additional academic, sporting, cultural and personal development opportunities.

The College also delivers a range of Entry, Level 1 and Level 2 in English and Maths courses at a number of sites in the Woking area which are specifically directed at adults. The courses take place at various times through the day right up to the evening and are held in a number community centres where simultaneous childcare provision exists for parents attending our courses. The College has worked “very successfully to align the college’s curriculum and values with the needs of the local community” (Ofsted report May 2016).

The College is committed to the success of all our students. It treats students as individuals and thus regards equality and diversity as an integral part of student learning.

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

Principle 1: All learners are of equal value

Principle 2: We recognise and respect diversity

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

Principle 4: Staff recruitment, retention and development

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

Principle 6: We consult widely

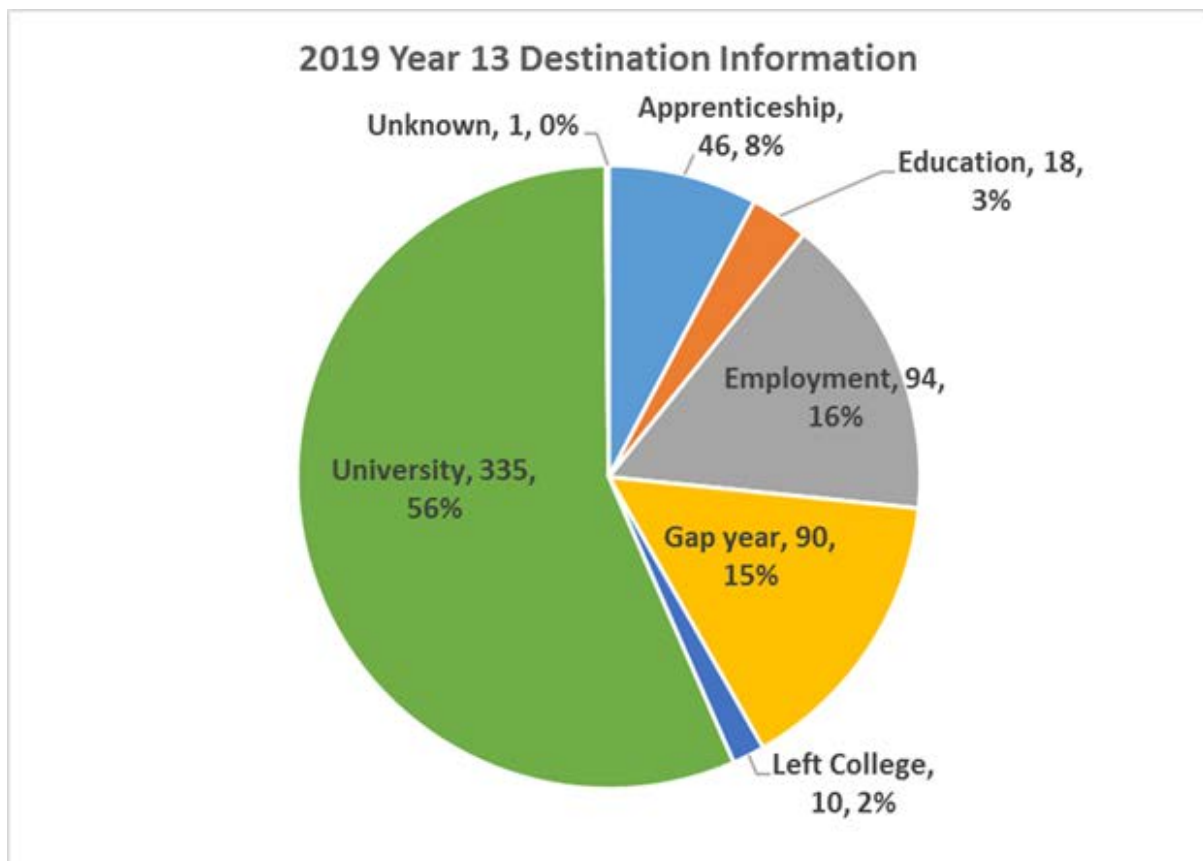
The following report describes the progress the College has made towards meeting its own Equality and Diversity policy principles and the three aims of its Public Sector Equality Duty. Furthermore, it is hoped that the reader will recognise Woking College’s continued commitment towards meeting the spirit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

Data on the diversity of students, staff and recruitment are contained in the Appendix. The College’s SAR 2018, available on request, contains information on student results and other E & D outcomes.

How principles and duties were met in 2019

Woking College Principle 1: All learners are of equal value

- The College lesson observation scheme monitors the practice of equality and diversity in lessons and tutorial sessions to ensure that all students are able to participate and progress equally.
- All Schemes of Learning are monitored to ensure equality and diversity is included in the teaching and resources of subject departments. These areas are colour-coded to make auditing simple. All SoLs have been reviewed in the last academic year and are centrally available.
- Examination results from summer 2019 demonstrate that achievement at the College remains high across the board, regardless of ethnic group or gender. Where some departments have shown slight deviations from this trend, SAR targets have been set with clear quality improvement plans.
- Screening systems direct students at the lower and higher ability end to appropriate programmes of guidance and support. With many of our students receiving designated support, we believe the College to be highly inclusive and meeting the diverse needs of our broad cohort. Currently, the percentage of students receiving support within our community is as follows:
 - ALS - 1.49%
 - EHCP - 1.55%
 - High Contact – 5.33 %
 - Low Contact – 14.49%
- The annual student survey specifically asks the questions whether students feel safe and are treated fairly. In 2018, 93% of students agreed with this statement. A further question asks whether students feel confident that they will get appropriate advice, help and support from their tutors when they ask for it: 95% agreed they could.
- The College's Progression Department continues to aid the progression prospects of all students, not only those applying for university courses (see chart overleaf):



Principle 2: We recognise and respect diversity

- Two equality and diversity weeks are held each year. Last academic year 'Belief and Spirituality Week' was held from 10th to 14th December 2018 and 'Gender and Sexual Awareness Week' from 4th – 8th February 2019. Further celebrations are planned around the themes of ethnic and cultural diversity and sexual awareness. Each week involves publicity events, tutor group discussions and cultural activities.
- Equality and diversity issues are regularly discussed during tutor periods as part of a taught curriculum of personal development, including trans inclusion and awareness.
- The College provides opportunities for staff and students of a range of various backgrounds to meet (International Club, Gender Sexuality Alliance).
- The College site has many visual reminders of the College's diversity. Departments display information on successful individuals with protected characteristics and a large number of portraits of former students from a range of backgrounds adorn the College's corridors. Visitors frequently comment on how these portraits convey a very inclusive image of Woking College.

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

- The “International Club” brings students with diverse backgrounds together and their activities inform all students of their background e.g. international cuisine for a day in the canteen and other fundraising activities.
- The ESOL and adult provision is based close to the town centre specifically to provide access to education for learners with protected characteristics, specifically women with a wide range of ethnic backgrounds.
- Various fund-raising activities engage students with the needs of people in less fortunate circumstances than themselves. Students of Woking College regularly support local (e.g. Woking’s Lions Club) and national charities through College charity fairs and food parcels.
- The College’s Gender Sexuality Alliance reached out to all students of the College with educational material and events during Gender and Sexual Awareness Week.
- As mentioned above, themed weeks on E & D issues which are shared by staff and students remove stereotypes and encourage discussion among students and between students and staff.
- The College operates a zero tolerance policy on harassment or discrimination based on the Equality Act’s protected characteristics.

Principle 4: Staff recruitment, retention and development

- Staff development is partly provided via targets set during lesson observations. The 20 minute, no-notice lesson observation system works well and staff feedback about the system is overwhelmingly positive. Last year, this led to 5 members of staff being placed on the ‘Support’ route and only one of those teachers remain on the staff. Notably, no E&D targets have been so far set to any member of staff. Positive comments on the equal treatment of students by staff and their mutual respect, however, have been many.
- Staff development on equality and diversity issues focused on awareness of transgender issues and the pastoral uses of resilience, which is continuing into 2019-20.
- Staff develop further awareness of E & D issues as facilitators of tutor group discussions during the E & D themed weeks. Staff obtain extensive PowerPoint

presentations with discussion prompts, video links and quiz answers in order to prepare and thereby develop themselves for the tutor group discussions.

- Staff meetings are held at different times and on different days in order to enable part-time staff or staff with caring responsibilities to take part more easily. The College also adheres to a strict finishing time of 5 pm at these meetings in recognition of staff commitments outside of College.
- The College attracts job applicants from a wide range of backgrounds. Among the largest section of staff (teaching), the College recruited new staff across nearly all ages and across several ethnic groups, thereby maintaining the diverse spectrum of current staff.

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

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

- Meetings have the permanent agenda item “Consideration of Equality and Diversity issues” to reflect on actions and decisions taken.
- The College works hard to identify any performance gaps among students through use of results and student survey data. On a three year average up to 2018, students from the College’s largest ethnic minority group (British Pakistani) have achieved higher value-added results than the College average in terms of A level performance over three years: British Pakistanis achieved an average of ALPs 3.1 which is above the College average of 3.7. In terms of BTEC performance, the same group achieved higher value-added results than the College average in terms of BTEC performance, where they achieved ALPs 3.1 where the College average was 4.
- In terms of gender and achievement, there is a small gap of ALPS outcomes between females and males for students studying A level programmes. Female students had an average ALPS score of 4 in 2019 results, while male students have an average ALPS score of 3 for the same period. This gap, however, is less apparent over a three-year average and suggests that it is cohort-driven. Interestingly, female students consistently enter college with higher average GCSE scores than male students (5.91 compared to 5.85) and this may account for value-added outcomes. With regard to BTEC courses, females are achieving the same as males on the three-year average up to 2019, achieving

ALPs 3. The College is working to address this via individualised SAR targets as appropriate.

- In its annual Self Assessment Report (SAR) the College analyses student results by gender and ethnicity by department. Where there are achievement gaps, departments are directed in their action plans to avoid a continuation of these performance gaps.

Principle 6: We consult widely

- The College has a staff Equality and Diversity Group which is chaired by the E & D Officer. A representative from the Student Union, the Gender Sexuality Alliance and the International Club attend these as well as staff from all curriculum areas. The group disseminates information to staff, participates in the College diversity weeks and discusses E & D issues which emerge. The group meets once a half-term.
- Governors and senior leaders frequently consult with learners, both formally (2 qualitative and one quantitative survey per year) and through frequent, informal discussions. The quantitative surveys results are also analysed according to equality and diversity criteria to establish any trends. The 2019 survey results show only small differences of student perceptions of the College between those of different gender, ethnicity and age. The question which asks whether students feel respected as an individual and feel safe in the class shows no more than a 3.5% difference across categories. Equally, the question that asks whether students feel confident that they will get appropriate advice, help and support from their tutors when they ask for it, shows no more than a 4% difference. This data clearly demonstrates the College's commitment to equality and students' perception of being in a fair and equitable College.
- The Student Union has an elected student representative for equality and diversity who attends the College's Equality and Diversity Group.
- Depending on need, interviews between senior managers and particular student groups are conducted to identify any concerns and possible actions.

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

Appendix

Breakdown of student enrolments for 2018/19 (16-19 year olds)

Gender

	Male	Female
2018/19	50.1%	49.9%
2017/18	49.1%	50.9%
2016/17	48.8%	51.2%

Ethnicity

	White	Pakistani	Other BME	Mixed	Unknown
2018/19	73.75%	11.81%	4.53%	9.91%	0%
2017/18	77.34%	11.64%	4.9%	4.9%	1.22%
2016/17	76.67%	9.83%	11.53%	0.83%	1.14%

Age Group

	16-18	19+
2018/19	86.3%	13.6%
2017/18	99.9%	0.1%
2016/17	99.8%	0.2%

Adult enrolments

Gender	2016/17	2017/18	2018/19
Female	72.2%	84.74%	74.0%
Male	27.8%	15.26%	26.0%
Other	0%	0%	0%

Ethnicity	2016/17	2017/18	2018/19
Mixed	0.73%	0.52%	4.34%
Other BME	28.54%	22.96%	39.15%
Pakistani	15.8%	18.62%	17.39%
Unknown	0.73%	0%	0.02%
White	54.2%	57.90%	39.12%

Of the general population in Woking, 84% are white, 7% are of a Pakistani background and 9% of various other BME backgrounds (2011 Census data).

Recruitment: for Teaching roles starting in academic year 2018-2019

Number of applicants: 88

Gender	Male	43	49%
	Female	45	51%
	Not specified		
	Total	88	100%

Disability	Yes	6	6.8%
	No	79	89.8%
	Not specified	3	3.4%
	Total	88	100%

Age	Below 26	7	8.0%
	26-35	26	29.5%
	36-46	23	26.1%
	47-55	22	25.0%
	56-64	8	9.1%
	65+	1	1.1%
	Not specified	1	1.1%
	Total	88	100%

Ethnicity	Asian/Asian British Bangladeshi	3	3.4%
	Asian/Asian British Indian	1	1.1%
	Asian/Asian British Chinese	4	4.5%
	Asian/Asian British Other		
	Asian/Asian British Pakistani	5	5.7%
	Black/Black British African	4	4.5%
	Black/Black British Caribbean	4	4.5%
	Black/Black British Other	1	1.1%
	Mixed Other		
	Mixed White/Asian	2	2.3%
	Mixed White/Black Caribbean		
	Mixed White/Black African	1	1.1%
	White British	55	62.5%
	White Irish	1	1.1%
	White Other	5	5.7%
	Other - Gypsy, Roma, Traveller		
	Not specified	1	1.1%
	Other	1	1.1%
	Other - Arab		
	Total	88	100%

Number of candidates employed: 18

Gender	Male	8	44.4%
	Female	10	55.6%
	Not specified		
	Total	18	100%

Disability	Yes	1	5.6%
	No	17	94.4%
	Not specified		
	Total	18	100%

Age	Below 26	2	11.1%
	26-35	4	22.2%
	36-46	8	44.4%
	47-55	3	16.7%
	56-64	1	5.6%
	65+		
	Not specified		
	Total	18	100%

Ethnicity	Asian/Asian British Bangladeshi		
	Asian/Asian British Indian		
	Asian/Asian British Chinese		
	Asian/Asian British Other	1	5.6%
	Asian/Asian British Pakistani	3	16.7%
	Black/Black British African		
	Black/Black British Caribbean	1	5.6%
	Black/Black British Other	1	5.6%
	Mixed Other		
	Mixed White/Asian		
	Mixed White/Black Caribbean		
	Mixed White/Black African		
	White British	10	55.6%
	White Irish	1	5.6%
	White Other	1	5.6%
	Other - Gypsy, Roma, Traveller		
	Not specified		
	Other		
	Other - Arab		
	Total	18	100%

Recruitment: for support staff roles starting in academic year 2018-2019

Number of applicants: 39

Gender	Male	5	13%
	Female	34	87%
	Not specified		
	Total	39	100%

Disability	Yes	2	5%
	No	37	95%
	Not specified	0	
	Total	39	100%

Age	Below 26	5	12.8%
	26-35	4	10.3%
	36-46	9	23.1%
	47-55	14	35.9%
	56-64	6	15.4%
	65+	0	0.0%
	Not specified	1	2.6%
	Total	39	100.0%

Ethnicity	Asian/Asian British Bangladeshi		
	Asian/Asian British Indian	2	5%
	Asian/Asian British Chinese		
	Asian/Asian British Other		
	Asian/Asian British Pakistani	1	3%
	Black/Black British African		
	Black/Black British Caribbean		
	Black/Black British Other		
	Mixed Other		
	Mixed White/Asian		
	Mixed White/Black Caribbean		
	Mixed White/Black African		
	White British	33	85%
	White Irish		
	White Other	1	3%
	Other - Gypsy, Roma, Traveller		
	Not specified	2	5%
	Other - Arab		
Other			
Total	39	100%	

Number of candidates employed: 10

Gender	Male	2	20%
	Female	8	80%
	Not specified		
	Total	10	100%

Disability	Yes	1	10%
	No	9	
	Not specified	0	
	Total	10	10%

Age	Below 26	2	20%
	26-35	2	20%
	36-46	1	10%
	47-55	4	40%
	56-64	1	10%
	65+		
	Not specified		
	Total	10	100%

Ethnicity	Asian/Asian British Bangladeshi		
	Asian/Asian British Indian		
	Asian/Asian British Chinese		
	Asian/Asian British Other		
	Asian/Asian British Pakistani		
	Black/Black British African		
	Black/Black British Caribbean		
	Black/Black British Other		
	Mixed Other		
	Mixed White/Asian		
	Mixed White/Black Caribbean		
	Mixed White/Black African		
	White British	10	100%
	White Irish		
	White Other		
	Other - Gypsy, Roma, Traveller		
	Not specified		
	Other - Arab		
	Other		
Total	10	100%	

Recruitment: for Management roles starting in academic year 2018-2019

Number of applicants: 31

Gender	Male	20	65%
	Female	11	35%
	Not specified	0	
	Total	31	100%

Disability	Yes	3	9%
	No	27	84%
	Not specified	2	6%
	Total	32	100%

Age	Below 26	1	3%
	26-35	6	19%
	36-46	16	52%
	47-55	7	23%
	56-64	1	3%
	65+		
	Not specified		
	Total	31	100%

Ethnicity	Asian/Asian British		
	Bangladeshi	1	3%
	Asian/Asian British Indian	1	3%
	Asian/Asian British Chinese		
	Asian/Asian British Other	1	3%
	Asian/Asian British Pakistani	1	3%
	Black/Black British African	1	3%
	Black/Black British Caribbean		
	Black/Black British Other	2	6%
	Mixed Other		
	Mixed White/Asian		
	Mixed White/Black Caribbean	1	3%
	Mixed White/Black African		
	White British	21	68%
	White Irish	1	3%
	White Other	1	3%
	Other - Gypsy, Roma, Traveller		
	Not specified		
	Other - Arab		
	Other		
Total	31	100%	

Number of candidates employed: 4 (including a job share)

Gender	Male	1	25%
	Female	3	75%
	Not specified		
	Total	4	100%

Disability	Yes	1	25%
	No	3	
	Not specified		
	Total	4	25%

Age	Below 26		
	26-35		
	36-46	3	75%
	47-55	1	25%
	56-64		
	65+		
	Not specified		
	Total	4	100%

Ethnicity	Asian/Asian British Bangladeshi		
	Asian/Asian British Indian		
	Asian/Asian British Chinese		
	Asian/Asian British Other	1	25%
	Asian/Asian British Pakistani		
	Black/Black British African		
	Black/Black British Caribbean		
	Black/Black British Other		
	Mixed Other		
	Mixed White/Asian		
	Mixed White/Black Caribbean		
	Mixed White/Black African		
	White British	3	75%
	White Irish		
	White Other		
	Other - Gypsy, Roma, Traveller		
	Not specified		
	Other - Arab		
	Other		
Total	4	100%	

Staff - Current as at 30 November 2019

All staff: 149

Gender	Male	43	29%
	Female	106	71%
	Not specified		0%
	Total	149	100%

Disability	Yes	12	8%
	No	135	91%
	Not specified	2	1%
	Total	149	100%

Age	Below 26	9	6%
	26-35	26	17%
	36-46	41	28%
	47-55	46	31%
	56-64	23	15%
	65+	4	3%
	Not specified	0	0%
	Total	149	100%

Ethnicity	Asian/Asian British Bangladeshi	1	1%
	Asian/Asian British Indian	3	2%
	Asian/Asian British Chinese		
	Asian/Asian British Other	2	1%
	Asian/Asian British Pakistani	8	5%
	Black/Black British African	1	1%
	Black/Black British Caribbean		
	Black/Black British Other		
	Mixed Other		
	Mixed White/Asian		
	Mixed White/Black Caribbean		
	Mixed White/Black African		
	White British	122	82%
	White Irish	2	1%
	White Other	9	6%
	Romany traveller		
	Not specified	1	1%
	Other - Arab		
	Other		
Total	149	100%	