

# Equality Information

Stockton  
Riverside  
College

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## Foreword

Stockton Riverside College is housed in state-of-the-art buildings in Thornaby and Billingham. The Teesdale campus in Thornaby near Stockton Centre focuses on general and vocational further and higher education. The Billingham campus focuses on academic sixth form and sports activities and has an outstanding reputation in preparing learners for entrance to the University of their choice. This year, the sixth form achieved a 99% pass rate for Advanced level courses, reflecting the hard work of students and the dedication of our teaching and support staff.

Stockton Riverside College is a learner focused organisation with values based on trust, integrity and respect. Our staff strive to enable and empower all of our learners to realise their potential in achieving their learning goals for work, business, leisure, independent living or progression to higher education.

The college was last inspected in March 2010 and the inspection report states "Governors and senior leaders have a clear vision for the future of the college with a strong and coherent ambition for its local communities that is aided by outstanding partnerships".

Stockton Riverside College is committed to the advancement of Equality for all groups with protected characteristics. We wish to foster an environment that recognises and celebrates diversity, promotes understanding between communities and groups and identifies further ways we can remove barriers. We embrace diversity, and aim to recruit learners and attract a workforce which reflects, at every level, a diverse range of backgrounds.

We will continue to offer learning opportunities, educational support and flexible learning patterns which suit the needs of its community and, as far as is reasonably practicable, will suit the needs of all individuals within that community. This includes provision for black and minority ethnic groups, minority social groups, those with disabilities and individuals with protected characteristics. We encourage any individual or group who believes that there has been insufficient support or commitment from the college to raise the issue openly so we can take immediate and appropriate action.

We will continue to treat all learners, employees and visitors with respect and dignity, and seek to provide a working environment free from harassment, discrimination and victimisation. We will not tolerate any form of discriminatory behaviour against actual or potential learners, visitors or employees from anyone. The college aims to actively promote equality of opportunity and challenge discriminatory attitudes.

One of the ways we have demonstrated this is through our investment in staff time for development, including our mandatory equality programme.

## **Support Structures**

### **Key Governance Input**

The college has two main committees of its governing body with an oversight of equality. The **Finance and Employment Committee** has a responsibility for the governance of human resource and staffing, and the **Learning and Skills Standards Committee** has the oversight of the curriculum, learners, Higher Education and all partnership provision.

### **Development and Monitoring**

The College has invested in creating an Equality Committee which includes staff and student input. This committee is responsible for preparing and overseeing the equality action plan, and responding to specific equality concerns. The equality action plan describes how the college will achieve its Equality Objectives. These objectives have been devised using the college equality monitoring data.

Each area of the college has an identified improvement with respect to the advancement of equality in relation to performance across their respective learning or support provision.

### **Equality Support**

The college employs an Equality Coordinator to oversee, enact and coordinate its equality action plan. Actions undertaken by the Equality Coordinator include:

- Celebration of diversity events
- Focus groups for students or staff with protected characteristics
- Preparation of equality and diversity materials to use within a teaching and learning context
- Actioning the college mandatory Equality CPD

Involving people and gathering information is critical to the success of our equality objectives. We collect internal data, demographic information, sector information, learner feedback comments and data relating to complaints and outcomes.

Information is gleaned from people by the use of focus groups, liaising with partners and stakeholders and holding events and activities. This enables us to identify barriers to access and satisfaction rates, investigate reasons for any dissatisfaction, devise actions and measure their effectiveness.

## **Staff Guidance**

### **Strategy and Guidance**

The college uses key documentation to ensure staff understand and can comply with their responsibilities under the Equality Act. This includes an Equality Strategy and Quality Codes. This documentation explains the college processes and guidance related to both staff and students with protected characteristics. These guidance documents are available on request.

Three faculty reviews a year monitor performance against faculty level equality objectives.

### **Student Input**

The college has a student union equality officer. This role is an important part of the student union at SRC. The equality officer is responsible for;

- Promotion and support of arranged activities with students
- Student views being represented at the equality committee and other college meetings
- Providing a role model to other students

Students are surveyed on an annual cycle and asked for feedback on their experiences at the college. Students are invited to take part in focus groups as part of a formal process to allow a range of input methods suited to learner needs. The college also holds regular 'Big Brother' events to allow students to provide verbal feedback.

In the 11/12 student survey, students were overwhelmingly positive in response to questions around feeling they were 'treated fairly and equally', and 'feeling safe'

## Equality Monitoring Data\*

### Learner Responsive Participation\* by Learner Difficulty and/ or Disability

#### 16-18

Dur Type	Age Grp	Exp End Year	Difficulty or Disability	Starts No-Xfr	% of starts
L	16-18	08/09	YES	476	18.0%
L	16-18	08/09	NO	2025	76.5%
L	16-18	08/09	N/K	147	5.6%
L	16-18	09/10	YES	518	17.9%
L	16-18	09/10	NO	2184	75.6%
L	16-18	09/10	N/K	186	6.4%
L	16-18	10/11	YES	456	14.2%
L	16-18	10/11	NO	2639	82.3%
L	16-18	10/11	N/K	113	3.5%

- Those learners providing no information as to their learning difficulty or disability has decreased over the three year trend – more learners are declaring their learning difficulty or disability allowing us to provide increased appropriate support.

#### 19+Learner Responsive Participation

Dur Type	Age Grp	Exp End Year	Difficulty or Disability	Starts No-Xfr	% of starts
L	19 +	08/09	YES	325	13.4%
L	19 +	08/09	NO	1652	68.1%
L	19 +	08/09	N/K	450	18.5%
L	19 +	09/10	YES	453	16.3%
L	19 +	09/10	NO	2023	72.9%
L	19 +	09/10	N/K	299	10.8%
L	19 +	10/11	YES	240	13.4%
L	19 +	10/11	NO	1291	72.2%
L	19 +	10/11	N/K	256	14.3%

\*learner responsive participation throughout this document refers to learners who are participating in courses at one of the direct or partner delivery sites (e.g. Teesdale, Bede ) rather than in a workplace.

## Learner Responsive Participation by Gender

### **16-18**

Dur Type	Age Grp	Exp End Year	Gender	Starts	% of starts
L	16-18	08/09	F	1419	53.6%
L	16-18	08/09	M	1229	46.4%
L	16-18	09/10	F	1553	53.8%
L	16-18	09/10	M	1335	46.2%
L	16-18	10/11	F	1727	53.8%
L	16-18	10/11	M	1481	46.2%

- The ratio of females to males is higher in favour of females. College actions are in place to promote careers to both males and females, and to expand and develop the curriculum offer where appropriate.

### **19+**

Dur Type	Age Grp	Exp End Year	Gender	Starts	% of starts
L	19 +	08/09	F	1665	68.6%
L	19 +	08/09	M	762	31.4%
L	19 +	09/10	F	1903	68.6%
L	19 +	09/10	M	872	31.4%
L	19 +	10/11	F	1161	65.0%
L	19 +	10/11	M	626	35.0%

- We attract a higher number of female adult students which is consistent with national statistics. As with 16-18 group we are reviewing our curriculum offer and will also promote awareness of non stereotypical career choices as part of our initial guidance

## Learner Responsive Participation by Ethnicity 16-18

Dur Type	Age Grp	Exp End Year	Ethnicity	Starts No-Xfr	% of Starts
L	16-18	08/09	African	19	0.72%
L	16-18	08/09	Bangladeshi	4	0.15%
L	16-18	08/09	Caribbean	1	0.04%
L	16-18	08/09	Chinese	6	0.23%
L	16-18	08/09	Indian	11	0.42%
L	16-18	08/09	Not Known	84	3.17%
L	16-18	08/09	Other	9	0.34%
L	16-18	08/09	Other Asian	8	0.30%
L	16-18	08/09	Other Black	1	0.04%
L	16-18	08/09	Other Mixed	2	0.08%
L	16-18	08/09	Other White	2	0.08%
L	16-18	08/09	Pakistani	49	1.85%
L	16-18	08/09	White British	2426	91.62%
L	16-18	08/09	White Irish	2	0.08%
L	16-18	08/09	White/ Black African	2	0.08%
L	16-18	08/09	White/Asian	20	0.76%
L	16-18	08/09	White/Black Caribbean	2	0.08%
L	16-18	09/10	African	17	0.59%
L	16-18	09/10	Bangladeshi	9	0.31%
L	16-18	09/10	Chinese	4	0.14%
L	16-18	09/10	Indian	8	0.28%
L	16-18	09/10	Not Known	100	3.46%
L	16-18	09/10	Other	14	0.48%
L	16-18	09/10	Other Asian	3	0.10%
L	16-18	09/10	Other Mixed	1	0.03%
L	16-18	09/10	Other White	2	0.07%
L	16-18	09/10	Pakistani	39	1.35%
L	16-18	09/10	White British	2678	92.73%
L	16-18	09/10	White Irish	1	0.03%
L	16-18	09/10	White/Asian	7	0.24%
L	16-18	09/10	White/Black Caribbean	5	0.17%
L	16-18	10/11	African	16	0.50%
L	16-18	10/11	Bangladeshi	7	0.22%
L	16-18	10/11	Chinese	15	0.47%
L	16-18	10/11	Indian	11	0.34%
L	16-18	10/11	Not Known	24	0.75%
L	16-18	10/11	Other	8	0.25%
L	16-18	10/11	Other Asian	1	0.03%
L	16-18	10/11	Other Black	6	0.19%
L	16-18	10/11	Other Mixed	10	0.31%
L	16-18	10/11	Other White	11	0.34%
L	16-18	10/11	Pakistani	52	1.62%
L	16-18	10/11	White British	3031	94.48%
L	16-18	10/11	White Irish	1	0.03%
L	16-18	10/11	White/Asian	13	0.41%
L	16-18	10/11	White/Black Caribbean	2	0.06%

- We have seeing a increase in the number of 16-18 year olds declaring their ethnicity at enrolment, enabling us to more effectively measure BME(black and minority ethnic) participation and make appropriate adjustments to provision or services. The college statistics show that we attract more than a representative proportion of BME students – the last recorded census figure for Stockton on Tees was around 2.8% (*Community Cohesion Strategy, Stockton on Tees Renaissance, 2009-2012*)

## Learner Responsive Participation by Ethnicity 19+

Dur Type	Age Grp	Exp End Year	Ethnicity	Starts No-Xfr	% of Starts
L	19 +	08/09	African	53	2.18%
L	19 +	08/09	Bangladeshi	4	0.16%
L	19 +	08/09	Chinese	3	0.12%
L	19 +	08/09	Indian	13	0.54%
L	19 +	08/09	Not Known	285	11.74%
L	19 +	08/09	Other	93	3.83%
L	19 +	08/09	Other Asian	23	0.95%
L	19 +	08/09	Other Black	3	0.12%
L	19 +	08/09	Other Mixed	5	0.21%
L	19 +	08/09	Other White	30	1.24%
L	19 +	08/09	Pakistani	63	2.60%
L	19 +	08/09	White British	1828	75.32%
L	19 +	08/09	White Irish	3	0.12%
L	19 +	08/09	White/ Black African	7	0.29%
L	19 +	08/09	White/Asian	12	0.49%
L	19 +	08/09	White/Black Caribbean	2	0.08%
L	19 +	09/10	African	56	2.02%
L	19 +	09/10	Bangladeshi	1	0.04%
L	19 +	09/10	Chinese	4	0.14%
L	19 +	09/10	Indian	18	0.65%
L	19 +	09/10	Not Known	297	10.70%
L	19 +	09/10	Other	114	4.11%
L	19 +	09/10	Other Asian	23	0.83%
L	19 +	09/10	Other Black	6	0.22%
L	19 +	09/10	Other Mixed	3	0.11%
L	19 +	09/10	Other White	35	1.26%
L	19 +	09/10	Pakistani	71	2.56%
L	19 +	09/10	White British	2119	76.36%
L	19 +	09/10	White Irish	4	0.14%
L	19 +	09/10	White/ Black African	8	0.29%
L	19 +	09/10	White/Asian	13	0.47%
L	19 +	09/10	White/Black Caribbean	3	0.11%
L	19 +	10/11	African	35	1.96%
L	19 +	10/11	Bangladeshi	6	0.34%
L	19 +	10/11	Caribbean	1	0.06%
L	19 +	10/11	Chinese	7	0.39%
L	19 +	10/11	Indian	15	0.84%
L	19 +	10/11	Not Known	233	13.04%
L	19 +	10/11	Other	71	3.97%
L	19 +	10/11	Other Asian	22	1.23%
L	19 +	10/11	Other Black	2	0.11%
L	19 +	10/11	Other Mixed	3	0.17%
L	19 +	10/11	Other White	38	2.13%
L	19 +	10/11	Pakistani	57	3.19%
L	19 +	10/11	White British	1289	72.13%
L	19 +	10/11	White/ Black African	4	0.22%
L	19 +	10/11	White/Asian	3	0.17%
L	19 +	10/11	White/Black Caribbean	1	0.06%

- The percentage of 19+ learners not declaring their ethnicity has increased over the three year period. This area will be addressed within the college equality objective – ‘gathering data’.
- We have a high percentage of learners from BME communities in due to our commitment to continue to offer English for Speakers of Other Languages provision

## SRC AS AN EMPLOYER

### EQUALITY MONITORING REPORT

#### RECRUITMENT & SELECTION 2010 – 2011

.During the Academic Year 2010 – 2011 we advertised 16 posts, which attracted 259 applicants, of which 66% were female and 34% were male.

We continue to attract mainly white applicants with applicants from other ethnic groups remaining quite static e.g. 84.6% white applicants and 3.9% other ethnic groups. 11.5% of applicants did not record their ethnicity.

Of those selected for interview 64% were female and 36% male with 89% white (Euro) and 2% other ethnic groups. 9% did not record their ethnicity. Those appointed were 63% female and 37% male with 100% white.

For the second consecutive year we did not attract any applicants who considered themselves as having a disability.

We are looking at other options for recruitment such as local jobcentres' disability employment advisors and organisations such as The Shaw Trust to help with raise our profile with disabled jobseekers.

All of our recruitment includes an equal opportunities statement and makes reference to safeguarding and the requirement for an enhanced CRB disclosure.

	APPLICANTS		SHORTLISTED		APPOINTED	
	NO	%	NO	%	NO	%
<b>TOTAL</b>	259		56		19	
<b>MALE</b>	88	34	20	36	7	37
<b>FEMALE</b>	171	66	36	64	12	63
<b>WHITE</b>	219	84.6	50	89	19	100
<b>BLACK (AFR)</b>	1	0.4				
<b>BLACK (OTHER)</b>						
<b>INDIAN</b>	3	1.2				
<b>PAKISTANI</b>	2	0.8				
<b>BANGLADESHI</b>						
<b>CHINESE</b>						
<b>OTHER</b>	4	1.5	1	2		
<b>NOT KNOWN</b>	30	11.5	5	9		
<b>Do you consider yourself to be disabled?</b>	0		0	0	0	

## Staff Ratios

Gender	Part time	Full Time	Total	Percentage (of workforce)
Male	69	110	179	35.73%
Female	182	140	322	64.27%
Total			501	

The college employs 501 staff across a wide range of job roles and including both full and part time positions. The percentage of males employed is lower than the percentage of females. A greater percentage of the female workforce work part time.

## Ethnicity

Ethnicity	Staff	Percentage of workforce
White British	494	98.60%
BME	7	1.40%
Unknown	0	0.00%
Total	501	100.00%

## Disability

The college workforce currently includes six members of staff who have declared they have a disability.

## Gap analysis

From the data gathered on service users, we have identified the following areas where no monitoring of *participation* currently takes place;

Sexual orientation

Religion or Belief

Gender Identity

These areas have been identified specifically on the college Equality Objectives as areas for development, which will include gathering and monitoring specific performance related data. However, the college does some excellent examples of engagement with students falling into the above categories, including (but not limited to)

- An LGBT support group (Pride @ SRC)
- Regular celebration of LGBT History Month
- Participation in a variety of events such as Chinese New Year, Remembrance Day, Holocaust Memorial Day.

- Focus groups to look at specific aspects identified with learners e.g. Asian males

From the data gathered on staff at the college, we have identified the following additional aspects for inclusion;

Sexual orientation

Religion or Belief

Gender Identity

The college has identified, as part of its equality action plan, the need to gather additional data in respect of all protected characteristics. This will allow us to clearly identify and carry out the most appropriate actions required to advance and promote equality, diversity, cohesion and cross-cultural activity.

## College Equality Objectives

We have reviewed our performance data with respect to service users and staff and have proposed a set of equality objectives based on advancing equality.

- **We will continue to work to ensure the college cohort remains representative of the local community**
- **We will maintain and improve relationships with BME community groups**
- **We will further promote a sound understanding of equality and diversity across the whole college community**
- **We will work with partner schools and agencies to promote non stereotypical course/career choices for males and females**
- **We will develop structures to facilitate community cohesion and understanding – e.g. multi faith activities**
- **We will continue to promote a safe and supportive environment for LGBT students and staff**
- **We will develop a sound understanding of how students social/economic characteristics impact on experience and achievement**
- **We will improve experience and outcomes for those with learning difficulties and/or disabilities**
- **We will ensure we develop further our understanding of the communities engaging with our services and employment to further improve our work in promoting and advancing equality, diversity and community cohesion.**

At the time of writing, we are consulting with staff, governors, service users and students on these objectives to ensure they represent fully the needs of all and advance our equality responsiveness.