

# Annual Equality & Diversity Report 2015 - 2016



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# Introduction

A very warm welcome to everyone.

I am delighted to introduce our annual report on Equality and Diversity. The findings reinforce the College's commitment to not only be an 'open door' to all people but also to celebrate the variety of cultures and backgrounds from which our College family is made up.

The report profiles our learners, workforce and Governor's protected characteristics and shows how we are responding to our legal responsibilities to tackle discrimination and how we promote our beliefs.

We are really proud of the progress we have made to foster good relationships and advance Equality and Diversity.

Yours, Bill Webster



# Our Commitment

Bolton College is committed to the promotion and development of equality of opportunity, celebrating the diversity of all of our staff and students and being inclusive to all of the College's communities. This is reflected in the College's mission statement:

Bolton College recognises the value of education in transforming people's lives and we actively embrace our role in the promotion of educational opportunities for all. The College's Values also underline an ongoing commitment to the continued embedding of a culture that embraces and celebrates equality, diversity and inclusion:

- Excellence in all we do
- Ensuring learning and the learner are at the heart of everything we do
- Equality of opportunity and celebration of diversity
- Serving our community
- Honesty and professionalism
- Caring for the environment and the communities we serve

We provide a safe and supportive environment for all, which values individuals equally, regardless of:

- Age
- Sex
- Disability
- Race
- Gender reassignment
- Marriage / Civil partnership
- Faith, religion or belief
- Sexual orientation or re-orientation
- Pregnancy and maternity

Bolton College plays an integral role in promoting social inclusion both within the college community and within the wider Bolton context and its diverse communities, and we work collaboratively with a range of community organisations and other partners to tackle social exclusion, address discrimination and promote community cohesion.

The College is responsive to the needs of the local community and the success of all our learners is at the heart of everything we do.

We are home to people from a wide range of cultures and backgrounds with diverse beliefs, values and abilities. We celebrate diversity and aim to meet the needs of all individuals and encourage them to share their experiences and beliefs. We are highly inclusive and committed to reducing gaps in attainment amongst individuals from all backgrounds, including those who have not traditionally accessed education or training. We welcome learners and staff with learning difficulties or disabilities and support them in accordance of their needs.

We want everyone to feel comfortable and secure enough to be themselves; we do not tolerate harassment, bullying, victimisation or discrimination.

Our Single Equality Scheme incorporates our Equality, Diversity and Inclusion Strategy, as well as our organisational Equality objectives and our Equality, Diversity and Inclusion action plan. This document is available on our website within our Equality and Diversity section.

[www.boltoncollege.ac.uk/content/equality-diversity](http://www.boltoncollege.ac.uk/content/equality-diversity)

**“Bolton College will enable individuals, businesses and communities within Bolton and the City Region to realise their potential through education and training that is inclusive, inspiring, innovative and responsive to their needs.”**

# Our Equality Objectives & Our Progress

## (April 2016 - March 2020)

In April 2016, we published our Equality objectives for the period 2016-20. This is the progress the

College has made towards our objectives during 2015-16.

	Equality Objective	Outcome
EO.1	To further improve staff and student awareness of Equality, Diversity and Inclusion issues by ensuring 100% compliance for staff on mandatory training and 95% for students enrolled on significant programmes by 2018.	The College has provided staff with CPD opportunities linked to the Equality, Diversity and Inclusion agenda during 2015-16, however these have not been categorised as mandatory and therefore there is no compliance data for this period. Following a pilot, mandatory training will be delivered to students as part of their induction in 2017-18.
EO.2	To improve the diversity of our workforce and board of governors by narrowing the gap between those and the communities we serve by at least 1% year on year.	As an employer we continually take steps to increase the diversity of our workforce. The College has a stable staff turnover which does mean that we are unable to make a significant impact quickly, however the number of staff who have disclosed a disability has increased to 5.22% which is an increase of 1%, likewise the proportion of our staff from a Black and Minority Ethnic (BME) background has also increased by 1% to 11%.
EO.3	To create an inclusive environment that encourages and improves students and staff disclosure by at least 2% year on year.	The College HR team has developed the mechanism by which it records, captures and reports on employee EDI data. These developments have included staff being able to update their own personal information as it is hoped that this will encourage staff to self-declare/update their personal data. This is a new development which was introduced towards the end of 2016 and therefore it is not possible at this stage to measure the impact. The progress made in relation to our students is documented in page 7.
EO.4	To achieve and maintain an average satisfaction rate amongst students and staff in excess of 95% in relation to perceptions that they are treated fairly whilst at College, irrespective of protected characteristics, by 2020.	During a staff survey on EDI, 97% of those staff that responded felt that the College had EDI policies in place, 90% of staff believe that EDI is taken seriously at the College and 78% of staff reported that they feel fairly treated. The progress made in relation to our students is documented in page 7.



	Equality Objective	Outcome
EO.5	To narrow the gaps in success rates year on year between the different groups identified to an average of 3% or less across all provision by 2020, including Study Programmes, Apprenticeships, Adult Provision, Community Learning Provision and HE, for all monitored characteristics.	A detailed account of the impact that the College's drive to reduce gaps in the success of different groups has had is detailed in page 7 of this report
EO.6	To widen participation by protected groups in Higher Education and Apprenticeships, and to increase the number of learners enrolled in gender stereotypical curriculum areas by at least 1% year on year.	The College has taken steps to widen participation and to increase the number of students enrolled in gender stereotypical curriculum areas through our marketing and recruitment strategies and our promotion of Equality and diversity throughout the learner journey but it is not possible at the moment to quantify this progress. The College will continue to work on identifying an appropriate way of doing so during 2017 and 2018.
EO.7	To narrow the gap in learner feedback between adults and young people across all areas year on year to no more than 5% by 2020.	The progress made in relation to this objective has been mixed and it has not been fully achieved during 2015-16. A detailed account of the areas in which we have made progress and those in which we have not is included in the "Our Learner Voice" section of this report (pages 44-47).
EO.8	To encourage and increase learner involvement in celebrating Equality and Diversity by planning at least three cross College student led activities year-on-year.	The College has made significant progress in the promotion and celebration of Equality and Diversity and learners have taken a very active role, however, there is further work to be carried out in 2016-17 to empower students to lead on more of these events. A method also needs to be developed to measure this activity.

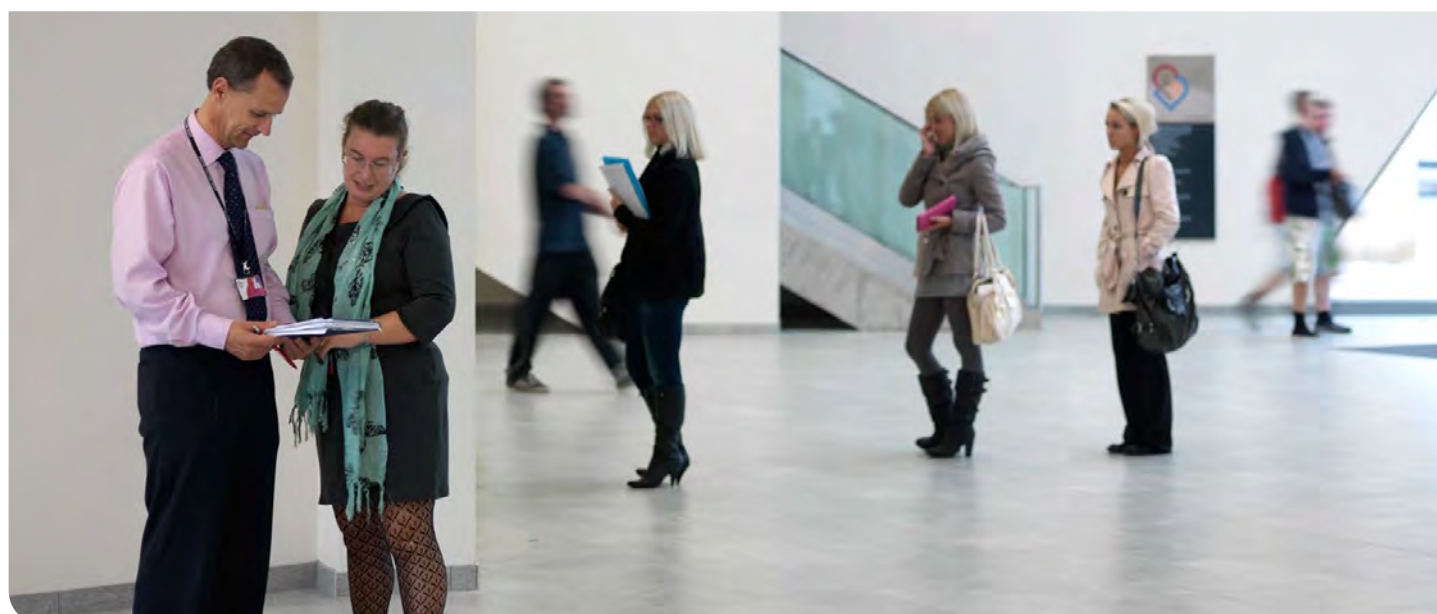


# Impact of our Actions on Learners in 2015-16

- The College has reviewed the equality data that we gather and report on for our learners and it is now better able to understand our student population and respond to the needs of all protected groups.
- The collection system of equality data has been centralised and standardised for all programmes and improved.
- The importance of disclosing equality information has been further promoted through every aspect of the learner journey and learners now have multiple opportunities to disclose and update their information.
- The target to increase the percentage of learners choosing to disclose by at least 1% has been overachieved. In 2015-16, the percentage of learners who did not state whether they had a disability or not was 0.3% compared to 3.8% in 2014-15. For learners with a learning difficulty, the percentage of learners who chose not to declare decreased from 4.1% in 2014-15 to 0.3% in 2015-16. 46% of learners did not disclose their sexual orientation, compared to 59% in the previous year, and 19.7% chose not to disclose their religion, faith and belief, a considerable decrease from the 44% in 2014-15.
- A suite of College reports were developed and staff can now monitor in-year performance of the different protected groups compared to previous years.
- The recruitment of males and females has been balanced and the percentage of males has increased by 3% against a target of 2% (from 38% in 2014-15 to 41% in 2015-16).
- The gap in success rates between adults and young learners has been narrowed by 4% against a target of 2%.
- The gap in success rates for learners from BME and White backgrounds has been narrowed from 5% to 3% for young people, from 3% to 0% for adults and from 2% to 0% for our HE learners. The target set was 1% and this has been overachieved across all groups.
- The gap in achievement between HE learners with a learning difficulty or disability and those without has been narrowed from 7% to 4% in 2015-16.
- The gap in success rates for Apprenticeships from BME and White backgrounds has narrowed from 21% to 3% in 2015-16 against a target of 2%.
- The gap in success rates between adult and young Apprenticeships has narrowed by 19%, from 24% to 5% in 2015-16, against a target of 2%.
- The gap in success rates between apprentices with a disability and those who haven't has narrowed by 4% against a target of 5% (from 12% to 8%).
- The gap in success rates between Apprenticeships from worse and better off households has narrowed from 2% to 1%.
- The experience of teaching and learning of young learners has improved by 3% from 2014-15 to 2015-16 against a target of 2%.
- The gap in learner feedback in relation to "support" between adults and young learners has improved and now sits at 3% compared to 10% in 2014-15. Adult learners currently outperform young learners in this aspect, reversing the previous trend.
- The feedback from young people regarding progression information has not improved and this continues to be a priority. The gap between adults and young learners has widened from 4% to 8%.
- The feedback from young learners regarding assessment has improved by 1%.
- Feedback on the cross College services and facilities for young learners has improved by 1% against a priority of 2%. This continues to be a priority in 2016-17.
- The gap in learner feedback from young and adult learners in relation to "College community" and "quality assurance" has narrowed by 4%. This continues to be a priority, aiming to improve by at least a further 2%.
- There has been an increase in activity to encourage applications by female/male learners into currently gender stereotypical careers but the collection of data needs to be further improved and this will be an area to focus on during 2016-17.

# The impact of our actions for our Governors & Staff

- We have started collecting staff information in relation to all nine protected characteristics with all newly recruited staff and have started to refresh the data currently in the system by promoting the importance of doing so amongst staff and providing opportunities. This will allow us to better understand our workforce and enable us to meet their diverse needs.
- We will be able to report on information in relation to all nine protected characteristics for our Governors during 2017-18.
- There has been some progress in the improvement of the data collection system in order to be able to report on trends over time and on staff development, leavers, promotions, pay, recruitment and parental leave but the College wasn't in a position to report on this for the period 2015-16. This is an area to focus on for the period 2016-17.
- There has been some progress in the monitoring of the number of applications shortlisted/not shortlisted and appointed by protected characteristic but the College wasn't in a position to report on this for the period 2015-16. This is an area to focus on for the period 2016-17.
- The College has taken steps to narrow the BME gap between the workforce and the governing body and the student population. However, the College has a stable staff turnover, which does mean that we are unable to make a significant impact quickly. Progress is expected to be made in the spring term 2017, in relation to our Governors but the proportion of our staff from a Black and Minority Ethnic (BME) background has increased by 1% to 11% in 2015-16.
- The College has taken steps to increase the amount of staff disclosing disability and the 1% improvement target set in 2014-15 has been achieved (currently 5.22%). The College has a stable staff turnover which does mean that we are unable to make a significant impact quickly
- The College has taken steps to increase reporting at Governor level on issues, actions and impact in relation to staff and learner equality matters, and regular updates on the progress of our Action Plan and/or our learner progress is regularly reported.
- The College will continue to further develop ways in which to drive equality forward.





# Bolton College in its Local Context

## Population

Just over 281,600 people live in Bolton according to the 2015 Nomis official labour market statistics, making it the fourth largest district in Greater Manchester. This large resident population provides the Borough with a key economic asset that has driven growth. Bolton's population has grown by 6.2% (16,200) between 2003-2013.

This is slightly below the 6.9% growth in Greater Manchester as a whole, but higher than growth in the North West (4.2%). Bolton's population is expected to grow by 6% between 2012 and 2022, according to the latest projections from the Office of National Statistics. This amounts to an additional 16,600 people in 10 years.

Women very slightly outnumbered men in 2015-16 by making up 50.4% of the total population: this was a slight decrease from 2001 where they made up 51.3%. This small change in the gender ratio can be attributed to increasing male life expectancy over the past decade to become more in line with females.

## Deprivation

Bolton is ranked 4th in Greater Manchester and 36th in the UK in terms of deprivation. It has areas of high levels of deprivation and a high percentage of households that are workless (18.3%) compared to 15.3% in Great Britain. The percentage of residents receiving main out-of-work benefits is 11.2%, higher than both the North West (10.4%) and GB as a whole (8.7%).

When looking at lower layer super-output areas across Bolton, one in five (39 in total) lower layer superoutput areas in Bolton is in the top 10% of most deprived in the UK, and almost 43% of the borough's population lives in neighbourhoods that are amongst the 25% most deprived in England and Wales. The College recruits a large majority



According to the latest census, Christianity is the predominant religion in the borough with 63% of residents identifying as Christians. Islam and Hinduism are also major faiths (12% and 2% of the population, respectively). 17% of residents identify as having no religion.

In terms of age groups, estimates suggest the over-65 age group will account for most of the growth, rising by 22% (or almost 10,000 people). The 0-14 age group is projected to increase by 9.0% (5,000 people). The 15-64 age group is projected to see an increase of about 1%, adding some 2,000 people. This means that whilst Bolton's population is expected to grow over the next decade, it is mostly due to an increase in the dependent age groups. Bolton is a key area for resettlement of asylum seekers in the North West, second only to Rochdale and ahead of both Manchester and Liverpool.

(69%) of learners from these areas of deprivation. The percentage of NEET (Not In Education, Employment or Training) 18 year olds in Bolton is 8.8% compared to 7.6% in the North West. Many of our learners face a number of barriers to their learning and we are highly successful in supporting them to achieve through a wide range of mechanisms.

Disability and ill-health are important concerns for Bolton residents and hence our workforce and student population. In the 2011 census, 20% of residents said they had a limiting long-term illness or disability and in 2015-16, 26.2% of the population has been long-term sick, compared to 22.4% in the United Kingdom. This has had an impact on our learners and their patterns of attendance, as many of them, including our young learners, have caring responsibilities.

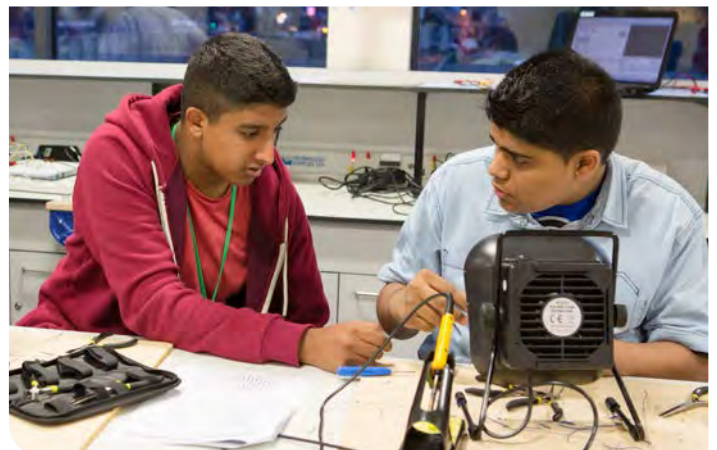
## Employers & Employment

Within Bolton, the majority (88%) of businesses are micro businesses, with 0-9 employees. This is similar to the North West (88.3%) and the UK. At the opposite end of the size scale, 0.4% of companies in Bolton have 250 or more employees, virtually in line with trends across the North West and the UK.

It remains important to address economic inequalities across the borough in order to enable more of Bolton's residents to share in the benefits arising from future growth. Bolton's labour market still has higher levels of JSA (Job Seekers Allowance) claimants (2.7%) compared with Greater Manchester and national averages (2.4% and 2.2%, respectively). The unemployment rate in Bolton remains higher than in both Greater Manchester and the UK. In 2014, the percentage of people aged 16 and above who were unemployed was 9.3%, compared with 8.7% and 6.8% for Greater Manchester and nationally, respectively. While unemployment rates in Bolton are lower today than their 2012 peak of 10.1%, they are still much higher than 2008, when only 5.4% of people ages 16+ were unemployed.

Bolton is forecast to see a 0.8% year-on-year increase in employment between 2014 and 2024 - equivalent to 10,800 additional jobs over the decade. Business, financial & professional services (6,200) is expected to be the largest contributor, whilst declines in manufacturing and the public sector are forecast to offset some of the increases. The latest business demography data reveal that Bolton is recovering from the recession, with business births (1,380) surpassing business deaths (950) in 2013. This followed a net decline (deaths surpassing births) for all years from 2009-12.

Both average workplace (£22,068 pa) and resident (£22,819 pa) wages in Bolton are below those of Greater Manchester (£25,108 and £24,945 respectively). This suggests that better equipping residents is still an important challenge for Bolton. Better skills mean that residents could access higher value employment, either in Bolton or outside, expanding the opportunities available for residents.





## Academic Attainment & Skills

Skill is a critical issue, both for reducing deprivation and unemployment and for stimulating business growth and 'developing and retaining new talent through improving aspirations, and developing and better matching skills with business needs' is one of the six key objectives within Bolton's Economic Vision.

In order to maximise the advantage of the size of its economy and resident population, Bolton needs to increase the proportion of its residents attaining higher-level skills. The latest vacancies data for Bolton (and the wider Greater Manchester conurbation) highlight the availability of higher value vacancies on the jobs market (professional, managerial roles etc.). If this trend continues and residents of Bolton are able to access these, it will help an increased proportion of the local population to work in higher level roles. Around 30% of the population aged 16+ in Bolton hold an NVQ Level4 qualification or above. Whilst this is below both the North West (32.6%) and the national average (37.1%), Bolton's economy has been moving in the right direction. The proportion of people aged 16+ holding an NVQ Level4+ qualification has grown from 21.0% in 2008.

However, while the UK and North West averages were 8.6% and 9.8% respectively in 2016, Bolton's economy has 9.7% of its age 16+ population with no qualifications.

The challenge for Bolton is to ensure that residents continue progressing with skills and move towards the higher end of the qualifications spectrum, thus increasing the proportion of people with higher level skills. The proportion of pupils achieving GCSEs at grades A\*-C in English and Maths decreased by 5% to 60.2% in English and by 2% in Maths to 61% in the borough in 2015-16. However, only 45% of 16 year olds come to the College with a grade A\*-C in English and 49% with that level of qualification in Maths. This expresses the challenge we face in developing these skills for those learners that have failed to achieve in secondary education, particularly with the importance of English and Maths to employability.

Of the Greater Manchester boroughs, Bolton has seen a considerable decline in 16 to 18 year olds who are not in employment, education, or training (NEET). Between June 2011 and 2014 NEETs fell by 3 percentage points in Bolton to 4.9%, a higher fall than in Greater Manchester as a whole. The College has played a key role in this reduction. Our flexible approach allows for NEET learners to join throughout the year, not just in September. In spite of this having an adverse effect on funding values, we will continue to support these learners in line with our inclusive mission.





## English as a Second or Additional Language

Bolton is an ethnically diverse borough, with approximately 21% of the population being born outside the UK and a large black and minority ethnic (BME) population, with 17% of residents considering themselves to be part of non-white ethnic groups and 83% of the population describing themselves as white British or from another white background. Bolton has sizeable Indian and Pakistani communities. In the 2011 Census these communities accounted for 7.8% and 4.3% respectively.

Bolton is also home to new and emerging communities, who have settled in Bolton through economic migration or Britain's refugee and asylum arrangements. Bolton has welcomed large numbers of asylum seekers from Africa and the Middle East and the UNHCR's Gateway Protection Programme has brought groups of refugees to Bolton from many countries, including Ethiopia, Sudan, Bhutan, Burma, Iraq, and Somalia. In recent years there has been an increase in the numbers of migrants from East European countries; especially the Hungary, Czech Republic, Slovakia, Poland and Romania. This means that there is a consistently high demand for English for Speakers of Other Languages (ESOL) and English as an Additional Language (EAL) provision across Bolton.

The statistics above do not however reflect the stunning diversity of the population. In 2015-16, students from 70 different nationalities were recorded for the whole ESOL department at the College, all of whom lived locally.

**24%** of primary school children speak a first language other than English.

**17%** of secondary school children speak a first language other than English.

Source: [www.northwestsmp.org.uk](http://www.northwestsmp.org.uk)

In response to the local needs, the College offers a substantial ESOL curriculum delivered from our main campus as well as a variety of smaller community centres across the borough, located in areas of high deprivation. The College recruited a higher proportion of learners from minority ethnic backgrounds (39%) when compared to Bolton (21%). The vast majority of these learners are disadvantaged with 95% of them coming from widening participation postcodes, which is far higher than for any other curriculum area in the College. In addition, approximately 75% of adult learners are claiming job seeker related benefits.

Very few of our learners have qualifications on entry because they are new arrivals to the UK. For a large percentage of learners on our Pre-entry and Entry Level One provision, this is their first experience of formal education in any setting.



# Our Approach to the Promotion of Equality & Diversity

The College has an active approach to promoting and celebrating equality and diversity. We pride ourselves on being a welcoming and inclusive College with a real commitment to continually raising awareness of equality and diversity matters and minimising discrimination and prejudice.

**“The highly inclusive and respectful learning environment that allows learners the freedom to share valuable life experiences and celebrate cultural diversity in a safe way.”**

Quote from Ofsted 2015

## Continuous Improvement & Quality Assurance

Equality and Diversity are embedded into all quality assurance mechanisms designed to drive improvements such as Observations of Teaching and Learning, Learning Walks, Quality Audits, Course Reviews, departmental and College Self-Assessment Reports (SARs), Performance Management and Quality Improvement Plans.

In-year course attendance, retention, achievement, progress and success rates are monitored by protected characteristic and the College's Lesson Plan, Group Profiles and Schemes of Work pro-formas require staff to indicate how equality and diversity issues and additional needs are to be addressed.

Comprehensive systems are in place to regularly monitor the views of learners (questionnaires, focus groups, learning walks, student representatives). The student questionnaires include specific questions on equality and diversity issues/aspects

In 2015-16 the Equality and Diversity Committee was revitalized. A senior manager was designated a facilitator role with the objective of achieving a consistent cross college approach to the pro-active embedding of equality and diversity across curriculum and wider College events.

Following the success in 2014-15 of the nominated 'LGBT Champion' and his pro-active partnership with Bolton Pride, the College set about recruiting a "Diversity Champions" group. Practitioners with an interest and passion for the promotion of EDI were recruited to represent Age, Race, Gender, Religion & Belief and Disability and Mental Health. The Diversity Champions aim to be an accessible and visible 'Face of Fairness' and pro-active in the promotion of EDI across College. A diversity calendar and promotional campaign has been agreed which will be supported with a termly cross College event. An annual Diversity Day has been planned and will be launched in December 2016.



# Curriculum

Equality and Diversity are embedded at the heart of our curriculum planning through a variety of activities such as:

- Equality and Diversity awareness and promotion are embedded in session plans, schemes of work and tutorials
- Equality and Diversity is scheduled as a standard agenda item on all meetings and good practice is recorded and shared at meetings and through self-assessment
- Observation of Teaching, Learning and Assessment (OTLA) shows that 82% of 246 tutors achieved good or better against the standard 'the tutor uses appropriate opportunities to embed and promote aspects of equality and celebrate diversity'.
- Teachers consistently deliver a respectful, supportive and fair approach. This is recognised by learners;
  - 91% agreed with the statement 'My teacher treats us all fairly' (QDP exit survey 15-16).
  - 97% agreed that 'sessions are conducted in an atmosphere of mutual respect'.
  - 95% agreed that 'the College has enabled me to consider the values in being a good citizen' (Bolton College End of course Evaluation Survey 2015-16)
- Teaching and learning materials used in lessons and Learning Resource Centres (LRC) promote equality, diversity and cultural awareness, with an LRC staff member sitting on the Equality and Diversity Committee (EDIC). Dedicated EDI teaching and learning Moodle resources have been created, aiming to widen the sharing of good practice and the ease of accessing materials.
- Themed tutorials are planned against a calendar of diverse events and delivered by the Learning and Development Mentor (LDM) team such as LGBT awareness, Black History Month, support for our partner charity FAST Romania, Stereotyping, Self-worth and self-esteem, Anti-bullying and the College wide Respect Week.

**"Tutors ensure that learners from different backgrounds and cultures work well together and learn from each other."** (Ofsted November 2016)

- In March 2016 the College was awarded 'The Matrix Quality Award' for its information, advice and guidance (IAG) services. The award recognised that 'Policies and procedures in relation to equality and diversity, confidentiality, impartiality and professional integrity are embedded and through discussions it was evident that staff fully appreciate and demonstrate these principles.'
- Bolton College is committed to the promotion of British values to both staff and learners. More than 400 staff, both from academic and business teams, attended awareness raising sessions in 2015-16. The 2016-18 tutorial programme includes a 5 week programme within it to explore and debate with young people individual liberty, democracy, rule of law, mutual respect and the dangers of radicalisation. British values are embedded on vocational classes. The College environment is used extensively through posters and screens to raise awareness.
- A before and after survey demonstrated a significant increase in awareness amongst young people.





## Student Support

**Effective and timely support is provided to learners at risk and those with safeguarding issues.**

Active promotion of anti-discrimination and anti-bullying and harassment ensures that learners know where to report and how to access support if they have any issues or concerns. Consistent and fair behaviour management and the proportionate use of disciplinary procedures, support and challenge learners to behave appropriately and take responsibility for their actions. These approaches create a culture in which all can be heard and valued whilst harassment and bullying of any kind are minimised.



The commitment and care for the welfare and success of Looked After Children and Care Leavers is exceptional. Through the Student Services Manager, the College monitors the progress and outcomes for Looked After Children/Care Leavers. The Student Services Manager attends regular Bolton Virtual College meetings. This is a multi-agency group designed to improve the prospects, raise aspirations and track the progress of Bolton Looked after Children/Care Leavers.

Bolton Virtual College has facilitated events for Looked After Children, their foster carers and their social workers to help them understand more about work, further and higher education and training.

The College has invested in a highly skilled transition team that ensures learners with learning disabilities and/or difficulties have a smooth transition into College. This team provides a wide range of support for learners on all courses across the College provision.

The College has an excellent reputation working with these learners and providing innovative and inclusive support packages according to learner need and this is demonstrated by the continued growth in the number of high needs learners choosing to come to Bolton College. In 2015-16 the Education Funding Agency (EFA) provided funding for 142 high needs learners, in line with the numbers from the previous year and highly improved from 65 in 2013-14.

The College has volunteer chaplains from the Christian and Muslim communities who visit Deane Campus regularly to offer Friday prayers and weekly Christian fellowship in the Quiet Room as well as providing a listening ear for learners who feel they need to talk about faith or non-faith matters. They have also worked as part of our staff team to contribute to College wide events which promote inclusion and awareness of other cultures.



## Alternative Curriculum

The College has a broad curriculum which supports disaffected learners as well as learners with high needs/disabilities. This curriculum includes:

- NEET (Not in Education, Employment or Training) provision at Deane Road Campus as well as community hubs allow staff the opportunity of working with groups of young people who have vocational aspirations on our Youth Provision programmes. Many learners who access this provision have suffered from abuse or neglect and a high proportion of these learners were excluded from or failed to attend high school. This study programme consists of maths and English embedded in a vocational subject combined with personal development, work experience and employability training.
- We deliver a broad ranging vocational taster programme which can be accessed by local schools to target pupils who are at risk of becoming NEET which helps support attendance and transition to further education.
- The Foundation Learning department delivers a broad range of enterprise projects where learners with learning difficulties can become self-directing entrepreneurs where they have the opportunity to run market stalls, mobile businesses and other retail stalls.
- The College has worked with Birtenshaw, a special school, to support them to set up their own curriculum for learners with complex disabilities and learning needs.
- The College works with local Café Eden to support young people with mental health needs. We support young people in the café, assessing them on the job so that they can achieve vocational qualifications while working in the café. 50% of these volunteers went on to secure employment or further volunteering roles.
- The College has one of the broadest ranges of British Sign Language curriculum in the country. We deliver a wide range of courses from Beginner Level all the way through to Level 3 qualifications in BSL.
- The Foundation Studies department recently won an enterprise skills competition for Greater Manchester Colleges Group in recognition of the high quality work we do to support high needs learners into employment through enterprise projects.





# Case Studies



## Guest Speakers

Guest speakers are invited into College to further promote equality and diversity matters.

A regular guest is Steve Cunningham, founder of Blind Vision and the world record holder for land, air and water speed records for a blind person and many other achievements. He comes to talk to learners from all areas of the College about overcoming barriers. He leaves an indelible impression on all he meets.

## FAST Charity

In partnership with Bolton at Home and Forrest Construction, Bolton College have helped support the valuable work being done by the Oltalom Charity based in Budapest, Hungary and the FAST Charity in Brasov, Romania.

Both Charities work to alleviate the suffering and address the needs of disadvantaged, vulnerable, endangered and discriminated people. Both charities support the Roma communities and seeks to help integrate those communities into the wider population.

A key support to the charities is the provision of learner placement of Bolton College learners. For three consecutive years the College has recruited 20 learners for the placement. This was an exceptional opportunity for our Sport & Public Service learners to develop skills and attributes, to foster good relations with new and different communities and raise cultural respect and awareness.





## College Estate

Bolton College has made considerable investment in all the building stock and sites to improve and ensure access. Access improvements have included ramps, lift compliance features, extending doorways to ensure wheelchair access. Many main doors throughout the College have the facility to open automatically, again for equal access. Signs and surfaces have been altered to ensure support to the partially sighted. Work continues on all buildings as necessary, ensuring reasonable alterations are made. This includes substantial toilet facilities for people with disabilities.

Parking for people with disabilities is available on appropriate car parks and continues to be improved. All buildings, and those recently developed, reach the highest standards of compliance for access.

The College uses the services of DisabledGo who are the UK's leading provider of disabled access information and committed to providing disabled people with the information required to make informed choices and to break down the barriers disabled people face accessing education, local services and employment. Every site in which the College operates from (Deane Road campus, Deane and Derby, New Bury, Westhoughton and Brownlow Fold) are assessed on an annual basis in which DisabledGo update their website to reflect building changes that have taken place.



The College has a comprehensive calendar of events which run throughout the year. Of particular interest during the last 12 months have been the Africa cultural celebrations.



The College publicises and raises awareness of a number of national and local campaigns throughout the year by utilising the use of a comprehensive digital signage system which is distributed within the buildings at the Deane road campus. Black History month is an example of awareness raising which took place.

The College catering contractor, Catering Academy, continue to provide a range of food to satisfy the Colleges diversity. As a result, the food offer is varied and satisfies all users in which menu choice is continuously refined and needs are met. For example, a separate halal area has been established and the menus altered to reflect this.

## Marketing

In the planning and implementation of its marketing and communications activities, the College aims to reflect the profile of the local population and the student body. To do this, it aims to ensure equality and diversity measures in respect of all the protected characteristics are taken into account to promote inclusiveness. The use of positive role models and case studies detailing success stories is also seen as important, particularly when targeting under-represented groups.

As well as using appropriate imagery and non-discriminatory language, marketing materials and course information include a statement outlining the College's commitment

to equality of opportunity and diversity. Such materials are directed at encouraging the widest representation of cultural and social groups on College courses.

Our recruitment website and all adverts state that we particularly welcome BME applicants and applicants with disabilities and we continue to promote images of balanced ethnicity around the College and on our website.

The College ensures that all publicity and marketing materials are reviewed regularly by key stakeholder groups to ensure that they are appropriate and do not discriminate and/or reinforce stereotypes.

## Procurement

The College recognises the requirement to address equality and diversity considerations within the procurement function. Suppliers are asked to provide confirmation of their compliance with legislation, as part of a pre-qualification or tendering exercise.

Suppliers are required to disclose and provide details of any finding, in the past three years, of unlawful discrimination in the employment field or

breaches of the Equality Act that has been made against them by the Employment Tribunal, the Employment Appeal Tribunal or any court, or in comparable proceedings in any other jurisdiction.

They are also required to provide evidence of corrective action taken and sign, in the understanding that if any of the responses are found to be incorrect, this may result in disqualification from the tender process.

## Pay Equality

The College is committed to the principle of equal pay for all our employees and it is therefore our aim to eliminate any gender bias in our pay systems. We understand that equal pay between men and women is a legal right under both domestic and European law. It is in the interests of the organisation to ensure that we have fair and just pay systems.

As good business practice we are committed to working with trade unions/employee representatives to take any action necessary to ensure that we provide equal pay. We believe that in eliminating gender bias in our pay system we are sending a positive message to our staff and customers.

## Our Approach to Disability

We provide communicators and scribes for learners both for on course activities and other activities such as reviews and university interviews. We can modify resources to include large print, audio, colour contrasted or Braille documentation and embossed diagrams if required by learners, staff and visitors. The College has a Materials Adaptation Unit that supports staff and learners with a visual impairment to engage with the College IT systems including Moodle.

We are committed to assisting all members of staff with issues or concerns regarding their disability in the working environment.

As an approved Disability Confident Employer, we are committed to employing and supporting disabled people. We interview all applicants with a disability

as defined by the Equality Act 2010, who meet the minimum criteria for a job vacancy. Our recruitment website and all adverts state that we particularly welcome disabled applicants and prominently display the Disability Confident Employer logo.

We work with Access to Work, Occupational Health and other specialist organisations to ensure the best support for staff is available. Interpreters are available for D/deaf staff in staff meetings. Counselling support has been provided to staff who required it and there is an Employee Scheme in place that provides a range of benefits for staff. We encourage all members of staff to develop and progress in their role and monitor this through annual staff performance development plans and recruitment activity.

## Disability Confident Employer

Bolton College is a committed Disability Confident Employer and has maintained the 'Two Ticks' status. The 'Two Ticks' positive disability confident symbol is awarded by Job Centre Plus (JCP) to employers who have made commitments to employ, keep and develop the abilities of disabled staff.

### **The seven areas where the College demonstrates this are that we:**

- Actively look to attract and recruit disabled people
- Provide a fully inclusive and accessible recruitment process
- Offer an interview to disabled people who meet the minimum criteria for the job
- Are Flexible when assessing people so disabled job applicants have the best opportunity to demonstrate that they can do the job
- Proactively offer and make reasonable adjustments as required

- Encourage our suppliers and partner firms to be Disability Confident
- Ensuring employees have appropriate disability equality awareness

Whilst English is our principal language, we will endeavor to provide information relating to the documents we produce in other formats and languages.





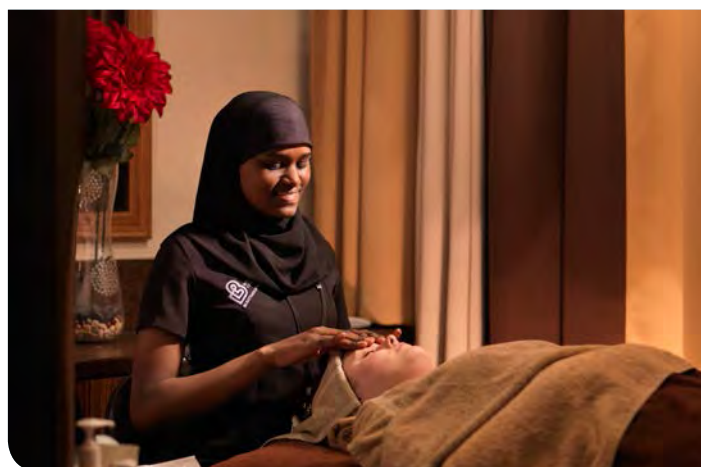
# Our Learner Profile

Our students are drawn from a wide area and our inclusive environment creates a multi-cultural and diverse student population, reflecting the local area that we serve.

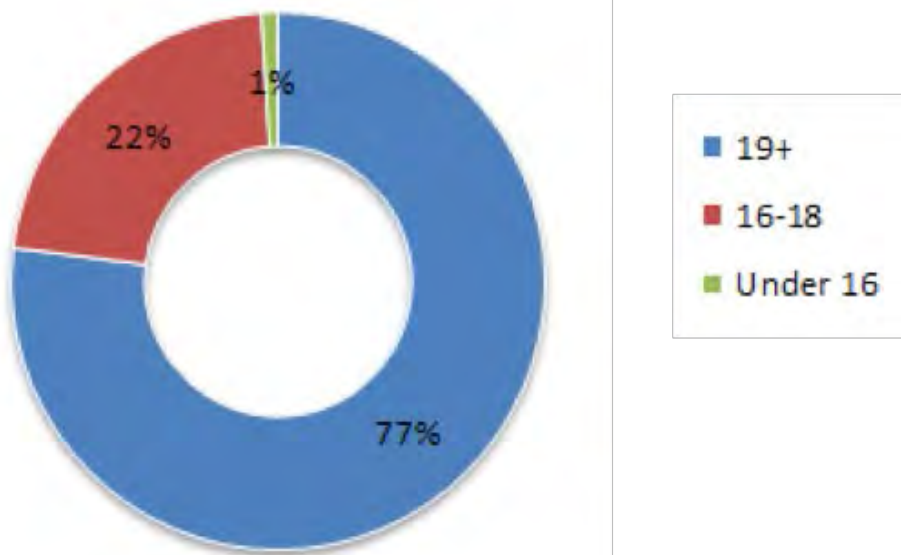
A significant percentage of people in our communities experience disadvantage and deprivation due to social and economic hardship and the College has responded to these challenges

by adapting the curriculum offer to meet the needs of the borough.

During 2015-16, 73% of learners came from disadvantaged areas, an increase of 4% in the last three years. The College believes passionately that disadvantage is a context not an excuse, and plays an important role in raising aspirations and supporting social mobility and economic growth.

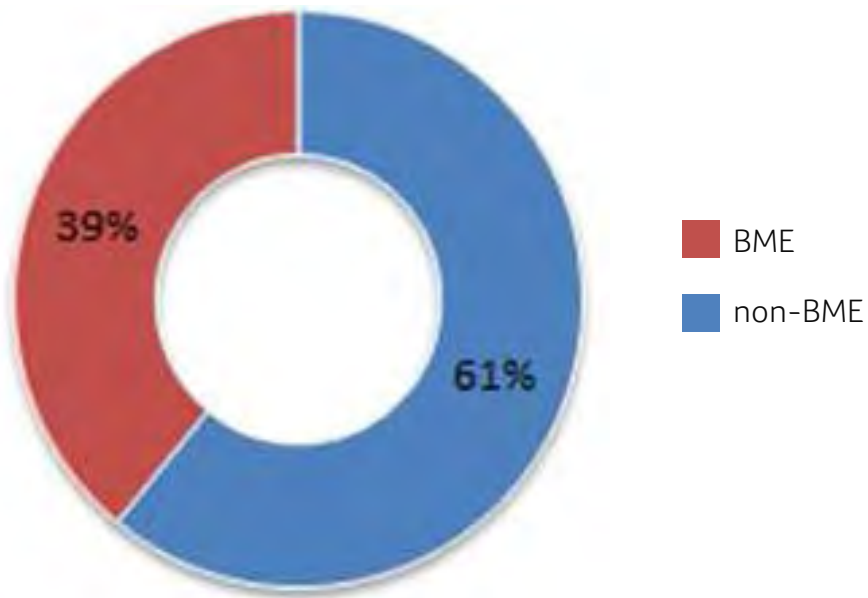


## Learner Numbers by Age Group



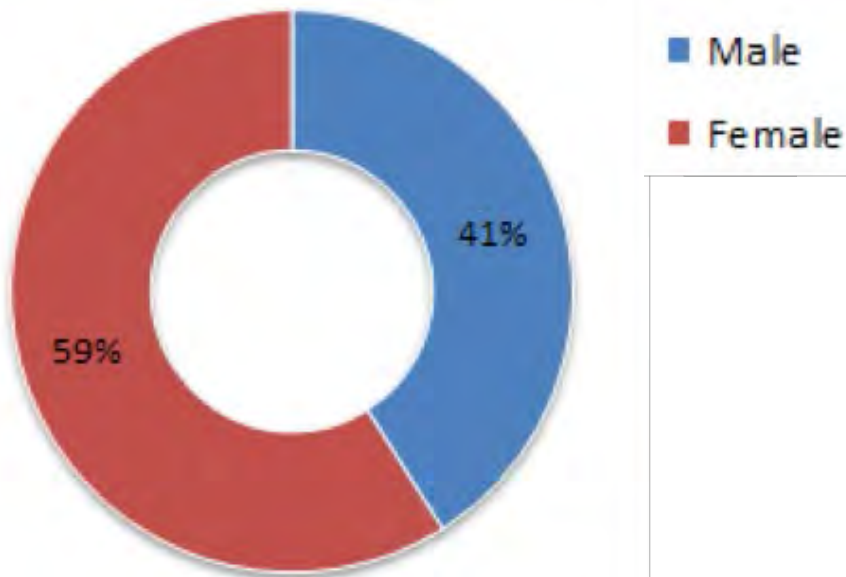
The College has a high volume of adults learners (77%) compared to young people (22%). This percentage has slightly balanced from the previous academic year, when there was a 82% adult population compared to 17% for young people.

## Learner Numbers by Ethnicity



Enrolments of EMG (Ethnic Minority Group) learners have been increasing year on year and they are currently 39%, a 3% increase from the previous academic year and significantly above that of the local population, which is 21%.

## Learner Numbers by Gender



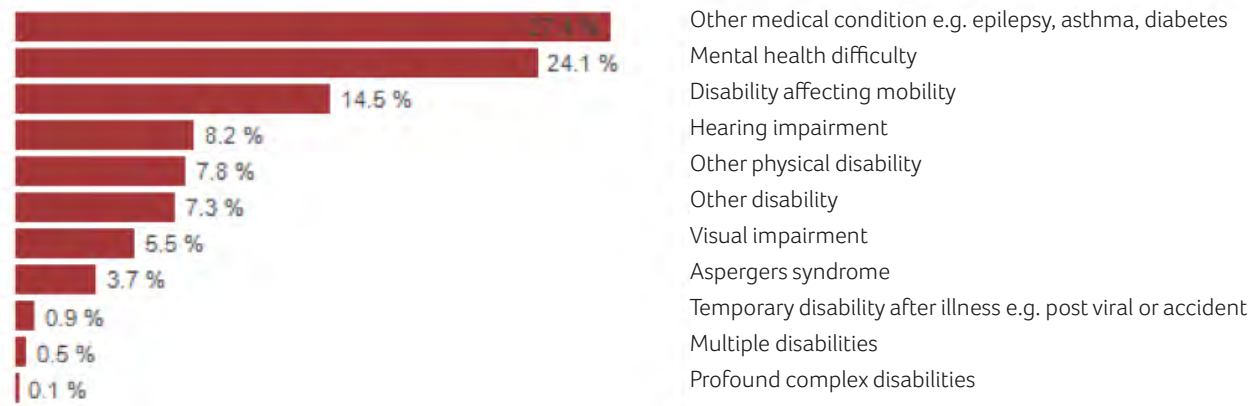
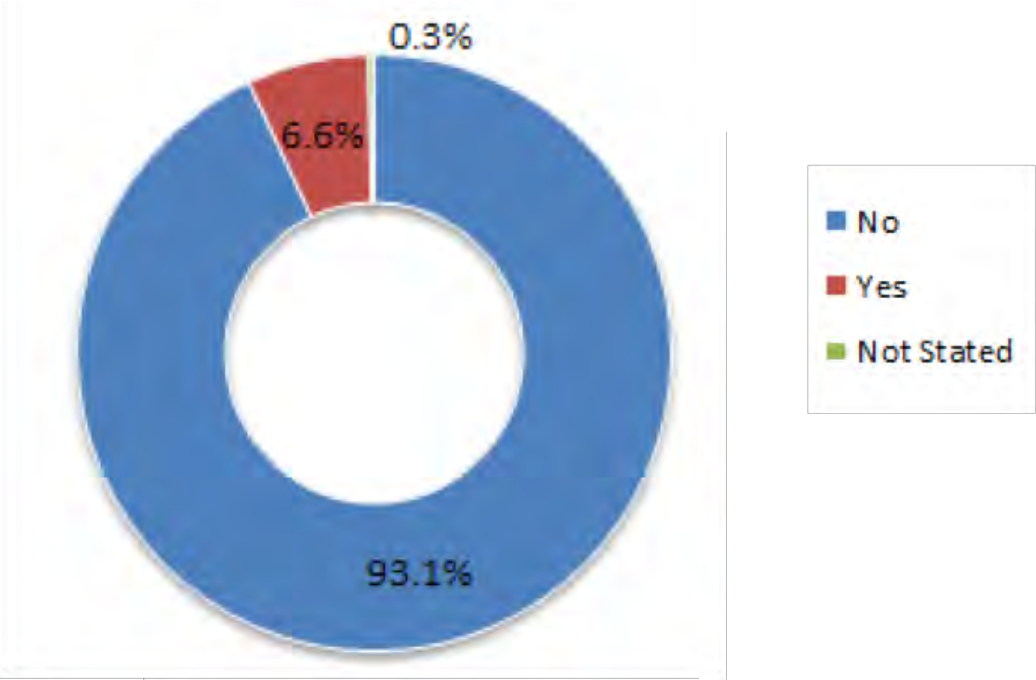
The college has a higher ratio of female learners (59%) than males (41%), although the balance has narrowed by 3% from 2014-15 (62% female and 38% male). This percentage is higher than that of females in the local population, which is 50.4%. The College’s flexible study arrangements and childcare provision have enabled more female learners to engage in education.

# Learner Numbers by Disability & Learning Difficulty

The College has become increasingly attractive to learners with a learning difficulty or disability. The curriculum offer has broadened in the last few years and the College offers an inclusive and excellent learning experience for these learners. The percentage of learners with disabilities (6.6%)

has remained nearly identical to the previous year (6.5%), and the percentage of learners who have disclosed a learning difficulty (6.4%) has increased by 1% from 2014-15. These figures are low compared to the local profile, which is approximately 20%.

## Disability

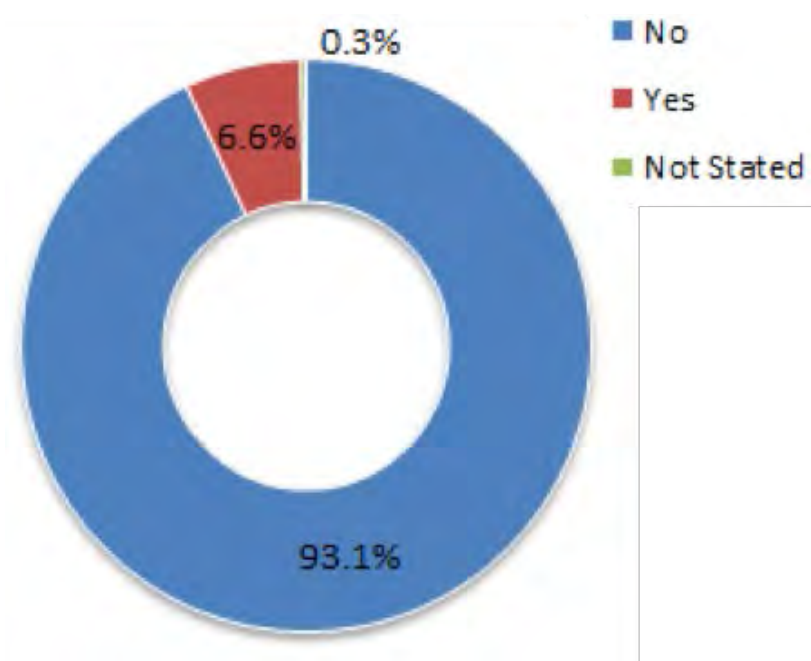


From the learners declaring a disability, the two highest percentages (27.4% and 24.1%) are those declaring other medical conditions and mental

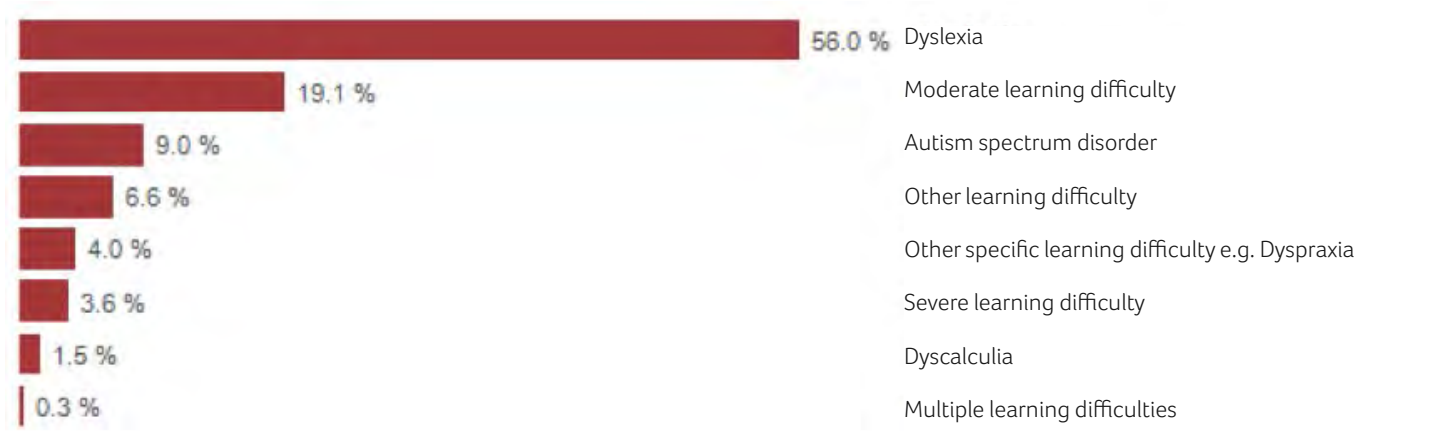
health difficulties. Support arrangements to help these students progress and achieve are very effective.



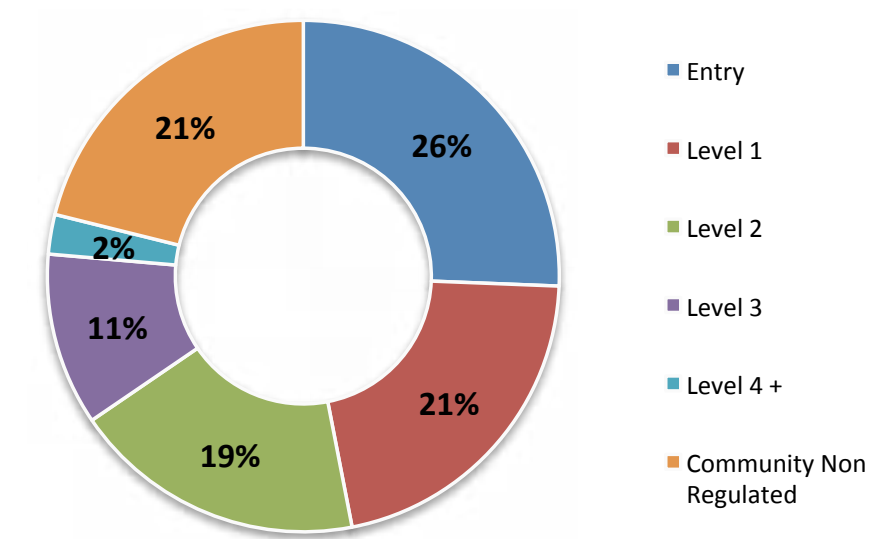
# Learning Difficulty



From the learners who declared a learning difficulty, the highest percentage are those requiring dyslexia support (56%). Teachers and support teams work very closely together to ensure the needs of these learners are met and that they are supported effectively.

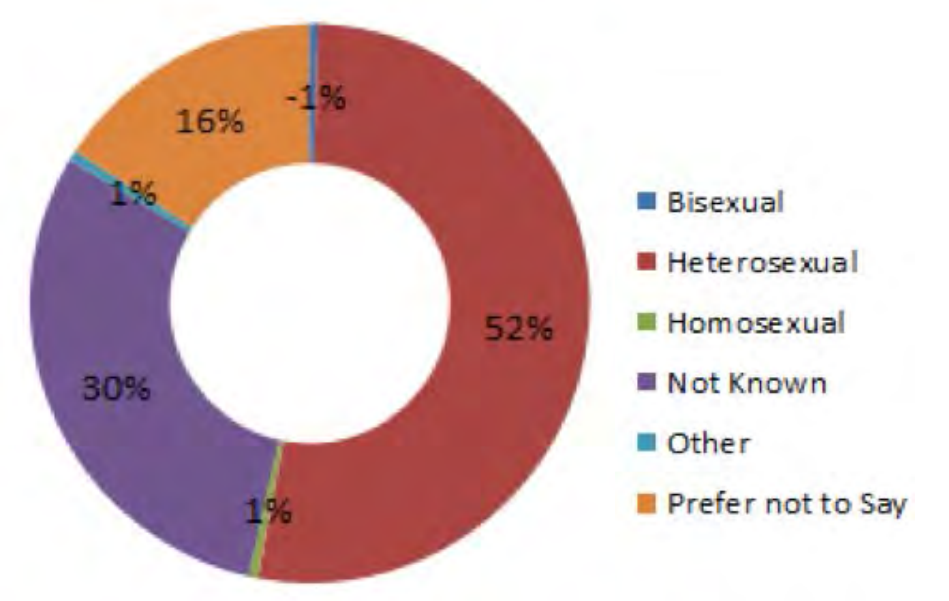


# Learner Numbers by Level



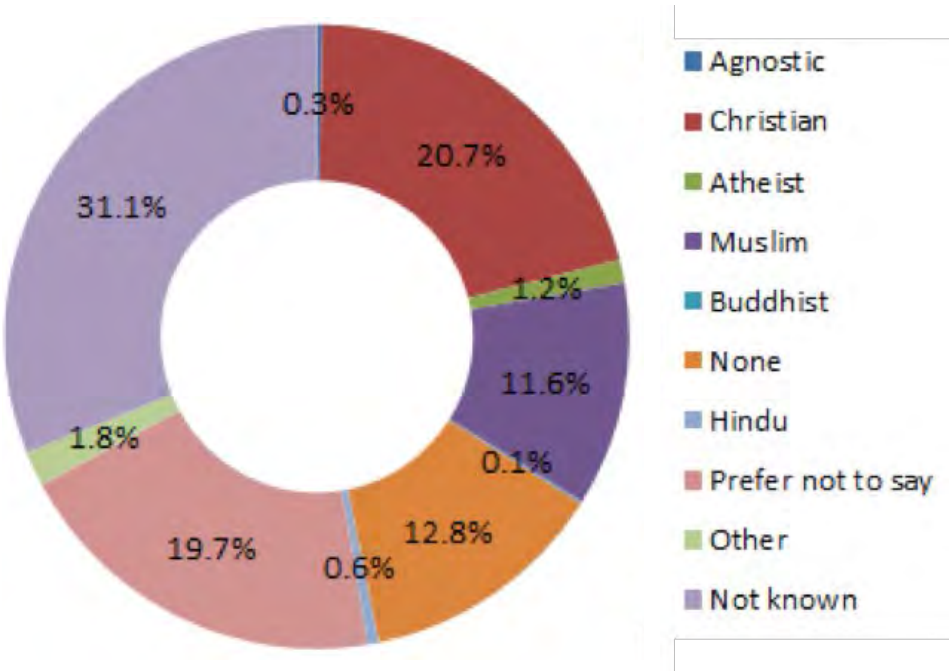
The College has continued to offer a wide range of courses which cover most skill sectors. The level of qualifications is broad in most curriculum areas, which supports access and progression. The breakdown of learners by level includes all funding streams for accredited qualifications.

## Learner Numbers by Sexual Orientation



There is a large percentage of learners (nearly 46%) who have chosen not to declare or not to respond to the question about their sexual orientation. Improving the disclosure rate for this protected characteristic will be an action over the next 12 months, however, the actions taken by the College to improve disclosure are starting to have an impact (it was 59% in 2014-15, 13% higher than in the current year).

## Learner Numbers by Religion, Faith and Belief



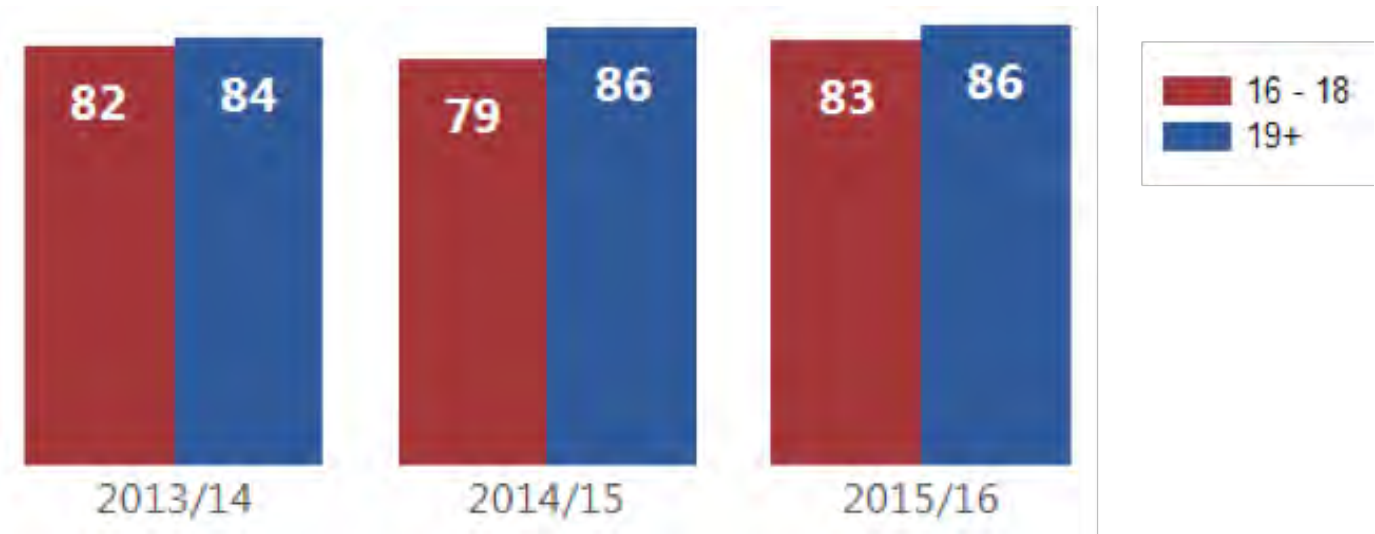
50% of learners have chosen not to declare or not to respond to this question, 3% lower than in the previous year. Improving the disclosure rate on this protected characteristic will be one of the actions to be addressed during 2015-16.

# Overall Outcomes for Learners

“College Managers analyse the performance of different groups of learners in detail, there are very few gaps in achievement and a range of effective strategies are in place to narrow existing gaps further.”  
(Ofsted, March 2015)

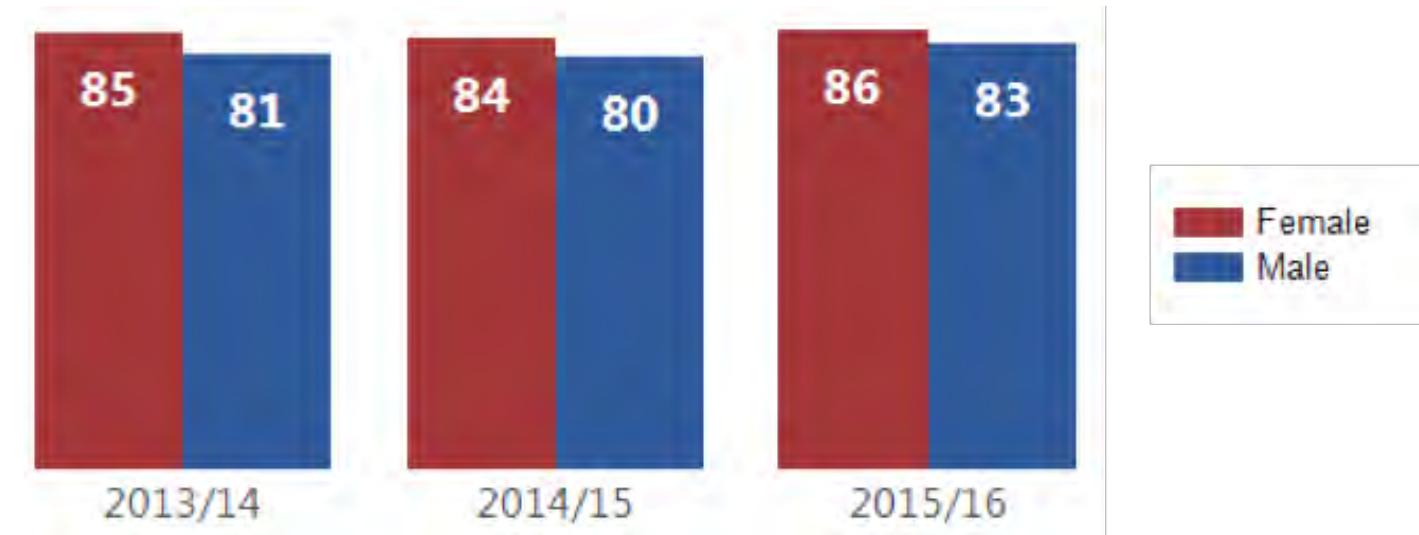
This section includes data for young and adult learners funded by the SFA and EFA, including our Community Learning funded learners but excluding Apprenticeships.

## Overall Success by Age Group



In 2015-16, the success rates for adults was 3% higher than that of young learners, this represents a 4% decrease in the gap from the previous year.

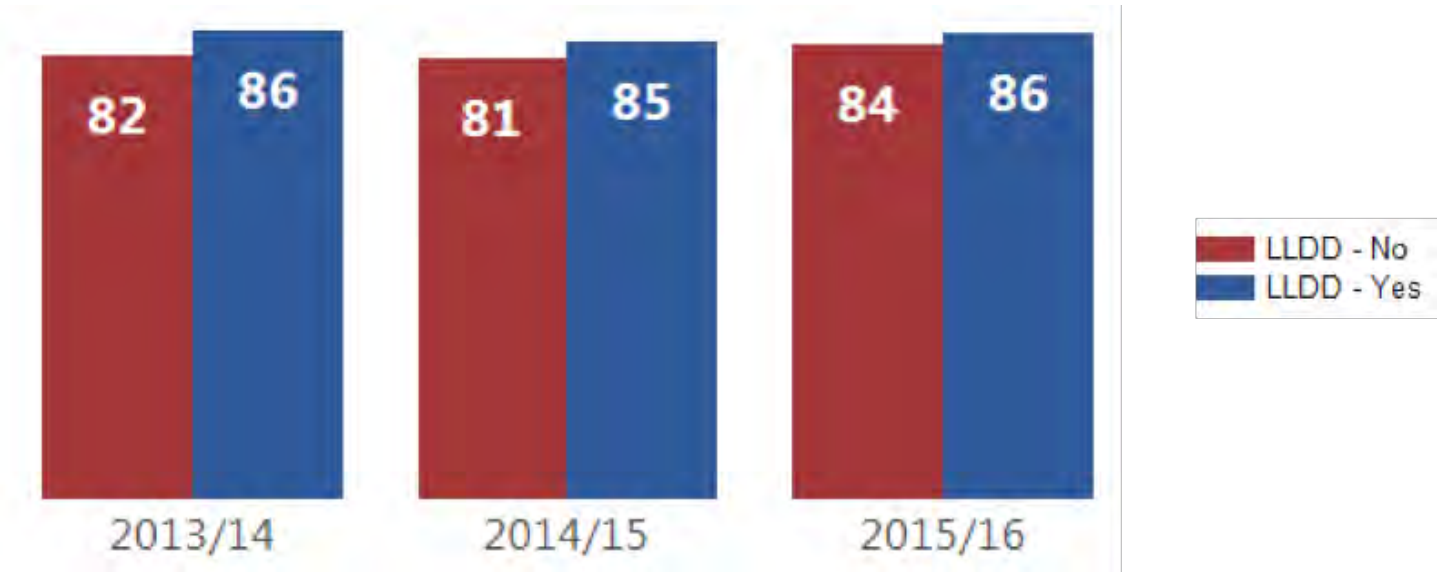
## Overall Success by Gender



Female students achieved at a 3% higher rate than males in 2015-16. The gap has narrowed by 1% from the previous two years.

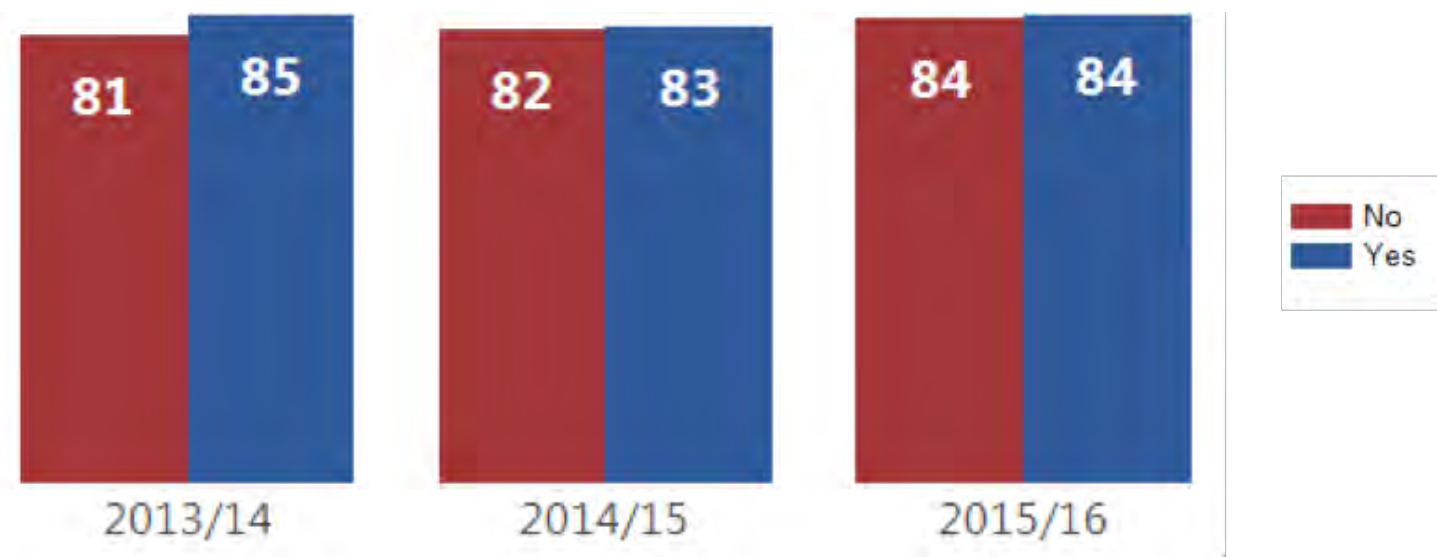


## Overall Success Comparison LLDD/No LLDD



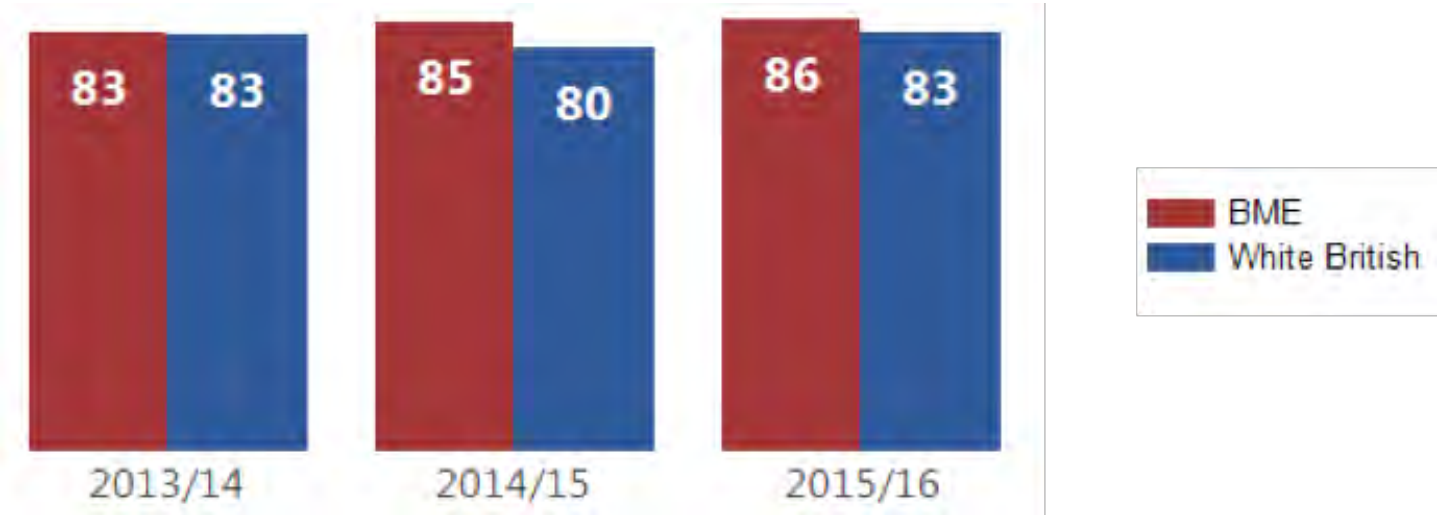
Learners with a declared Learning Difficulty and/or Disability continue to experience better success than their peers who did not declare having a disability by 2%. The gap has decreased by 2% compared to the previous two years.

## Overall Success Comparison Supported/Not Supported



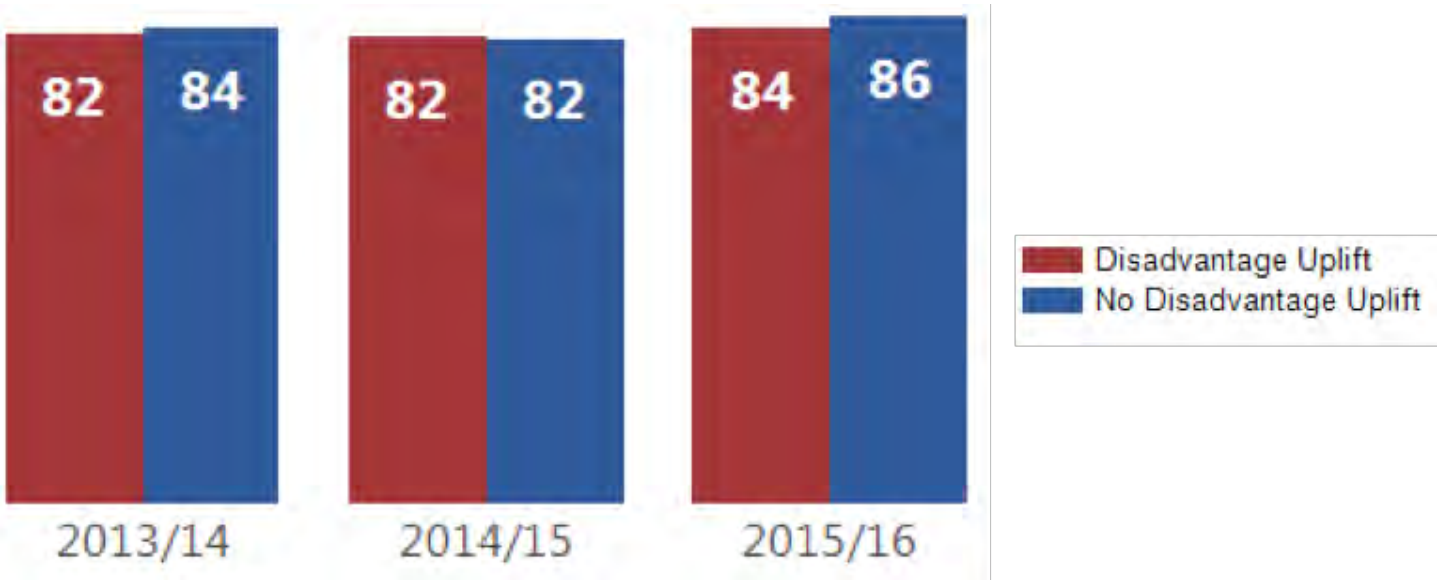
The success rate gap between learners receiving additional learning support and those who don't has narrowed in the last three years from 4% in 2013-14 to 1% in 2014-15. Both groups of learners achieve as well in 2015-16, 84%.

## Overall Success by Ethnic Group



The gap between the performance of White and BME learners has decreased from 5% to 3% during 2015-16. BME learners outperformed their White peers..

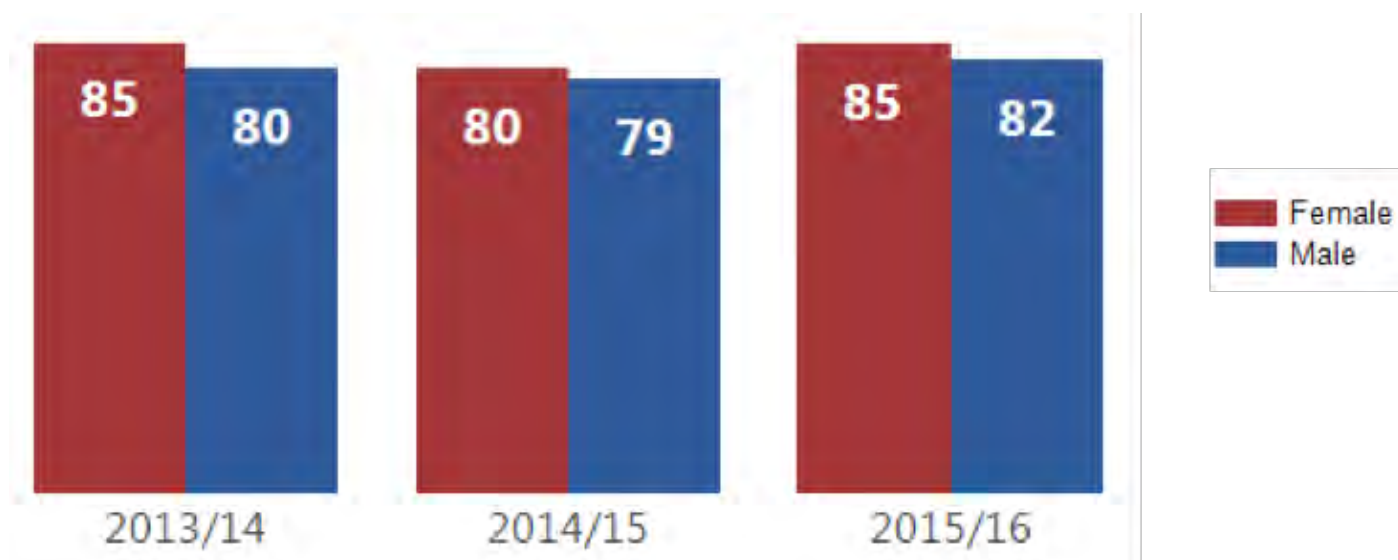
## Widening Participation - Whole College Success Rates



Learners from less affluent households succeed slightly less well as those from better off households. The gap has increased by 2% from the previous year.

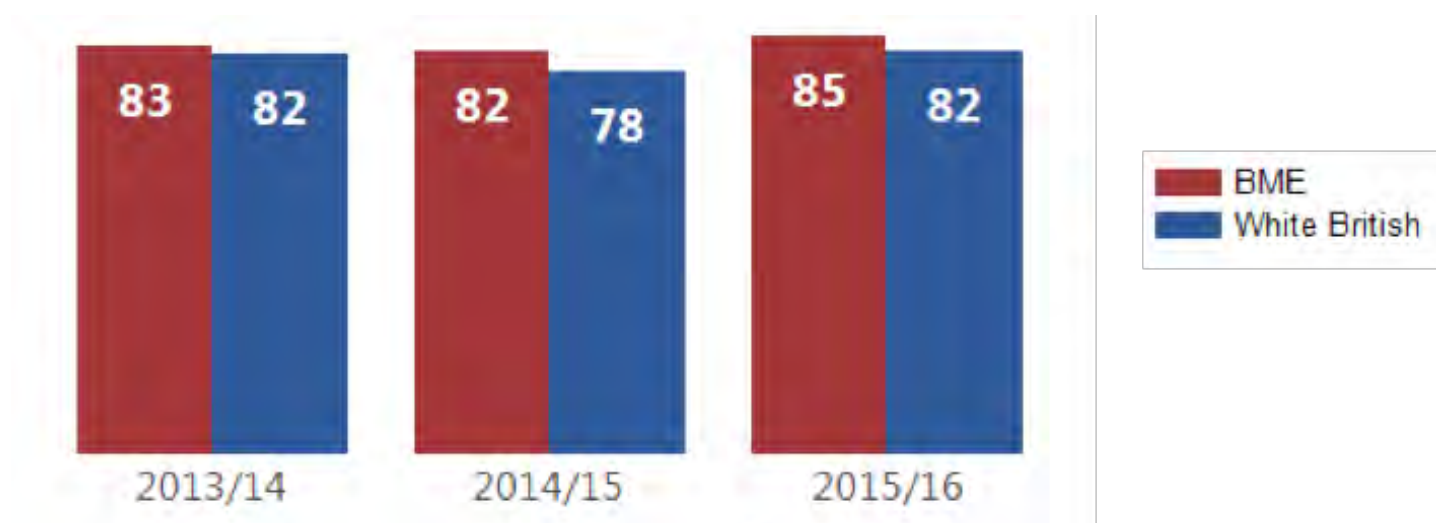
# Outcomes for Young People

## 16-18 Success by Gender



The overall success rate of young females has been consistently higher than that of males for the past 3 years. In 2015-16 the gap has widened to 3%, from 1% in 2014-15.

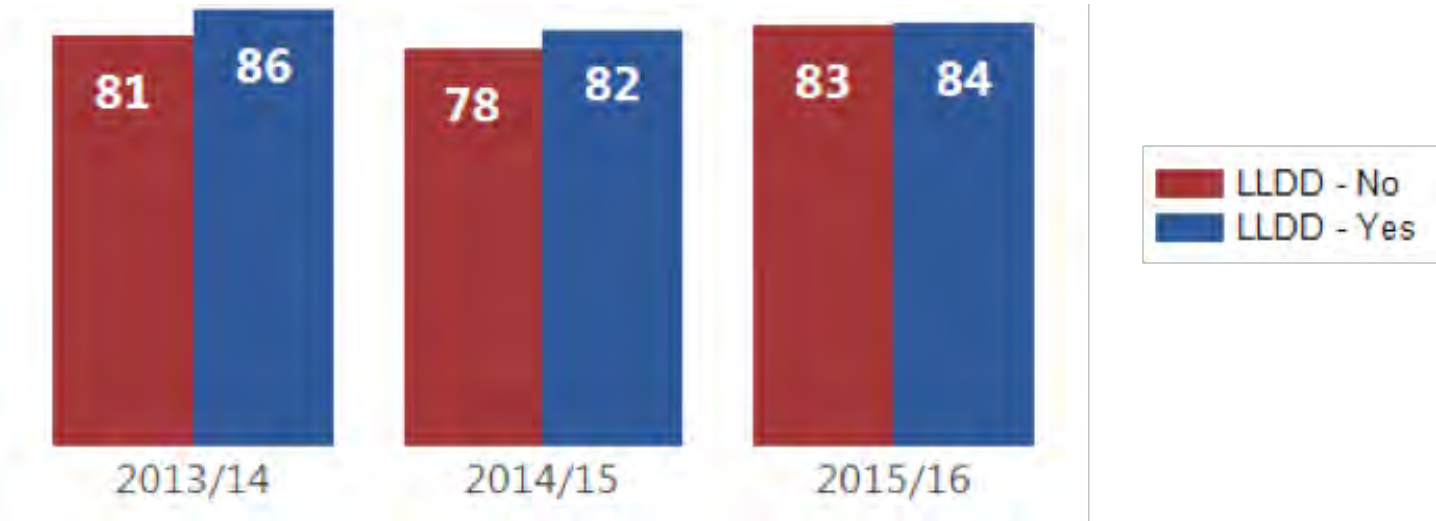
## 16-18 Success by Ethnic Group



The gap in performance between BME young learners and their White peers has decreased in 2015-16 to 3%, compared to 4% in 2014-15.

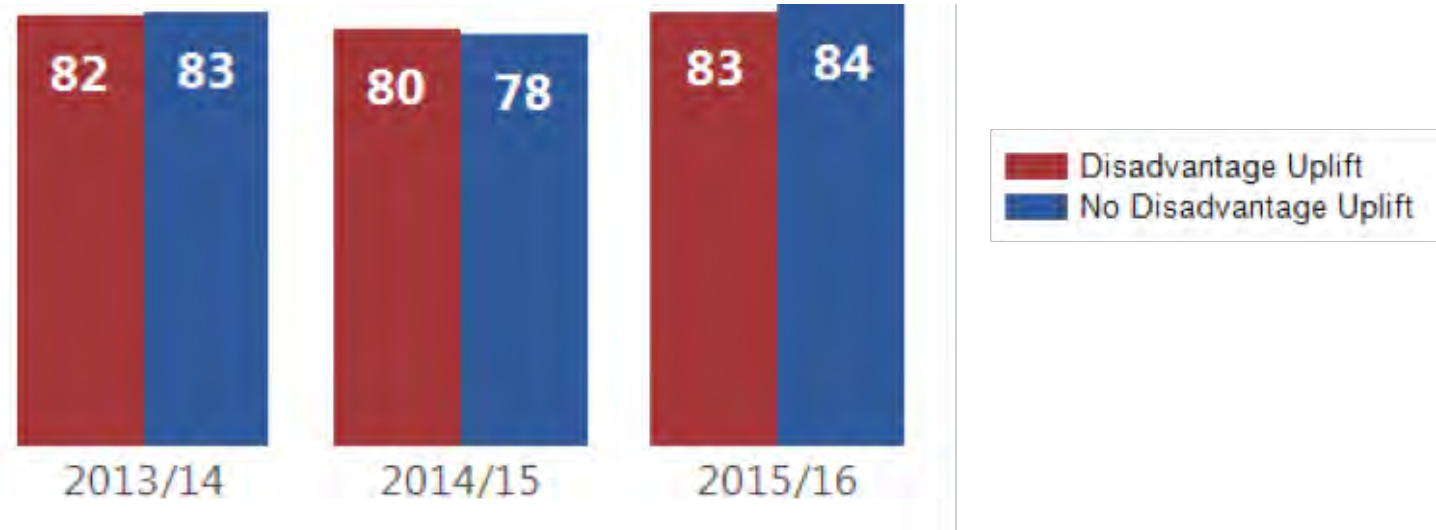


## 16-18 Success Comparison LLDD/No LLDD



Young learners with a declared Learning Difficulty and/or Disability have continued to experience better success rates in the past 3 years than their peers who did not declare having a disability. The gap is currently 1%, 3% narrower than in the previous year.

## 16-18 Widening Participation Success Rates



The gap in the success rates of young learners from less affluent households and their peers from more affluent households has decreased slightly from 2% to 1%.

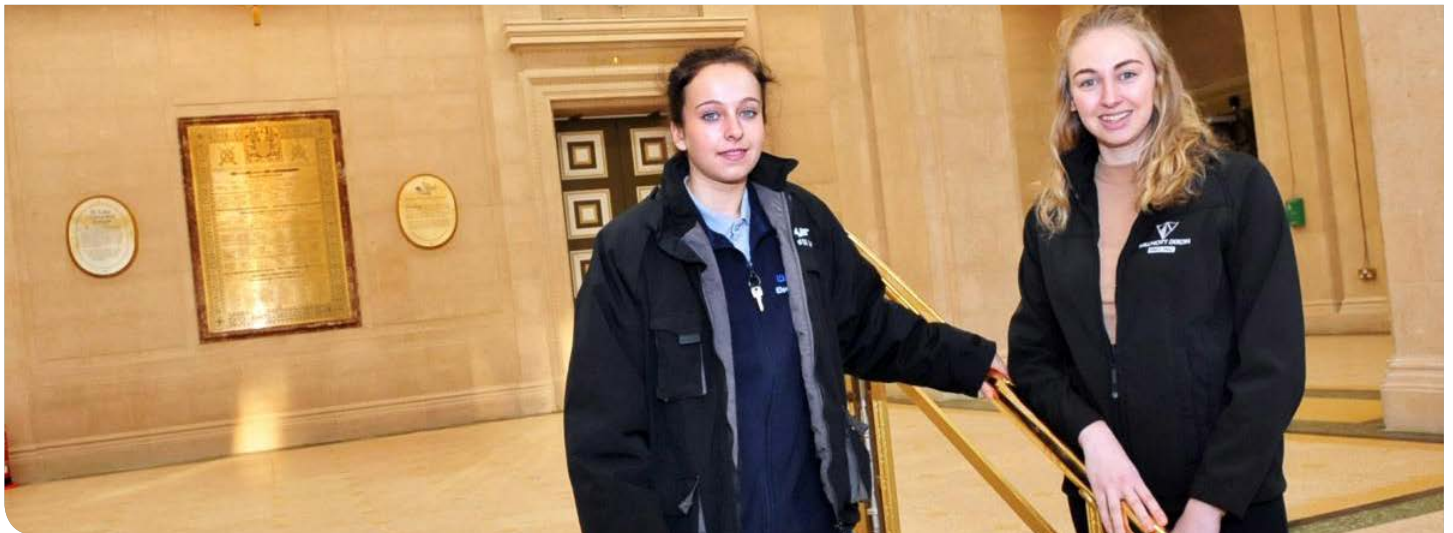
# Case Studies

## Ashley Leigh

Ashley Leigh started the Electrical Installation Level 2 Diploma in September 2015-16. From the start of the course it was clear that Ashley wanted to gain employment in the electrical industry, even knowing this is a predominately male work sector. Ashley quickly settled into the course and started showing excellent knowledge in the subject area passing exams with distinctions and merits.

The practical skills proved more testing for Ashley but her commitment, perseverance and hard work paid off and she successfully completed the course in June 2016.

We were asked by Dyers Electrical contractors to put names forward for a possible Apprenticeship. Following a short listing, Ashley was asked to attend an interview and was successful. Following a trial period with the company she was signed up as a Bolton College apprentice and started in September 2016. She is making great progress on the Level 3 advanced Electro-technical NVQ and enjoying the balance of work and study.



## Morgan Parry

Having successfully achieved Level 1 ICT Morgan progressed on to Level 2 Business to help him develop business knowledge and understanding to aid with the launch of his business idea.

Morgan is a disabled learner, relying on eye-gaze technology to communicate to others. Over the year Morgan developed his confidence in business as well as his ability to use the eye-gaze technology to become an integrated and active member of the class.

Morgan will be returning this year to complete his Level 2 qualification as well as launching his business – a service to support venues across the

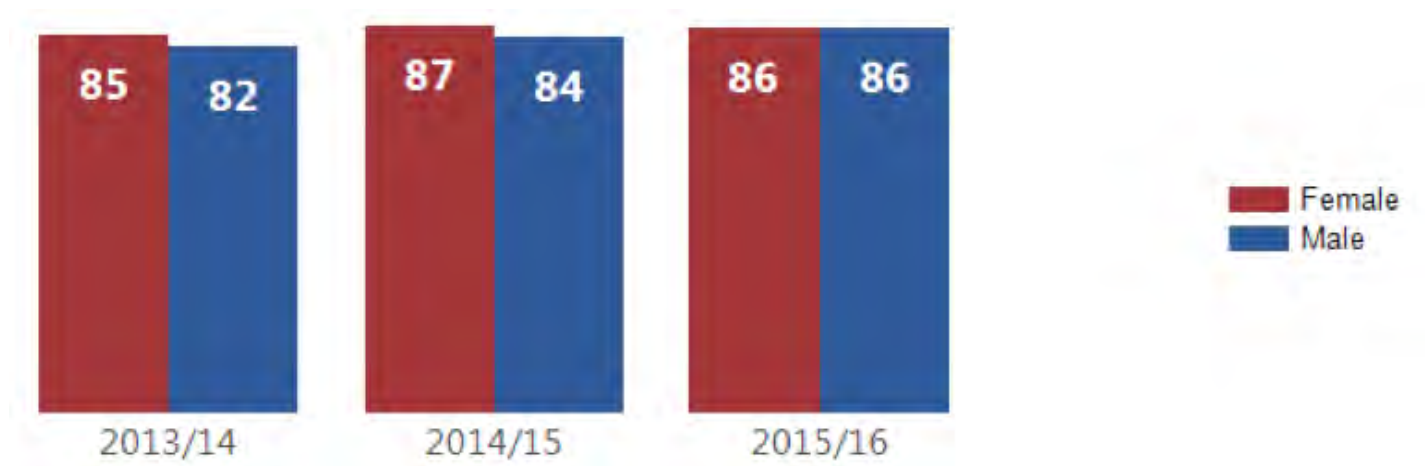
country to give them invaluable feedback on their access provisions and services for those with a disability.





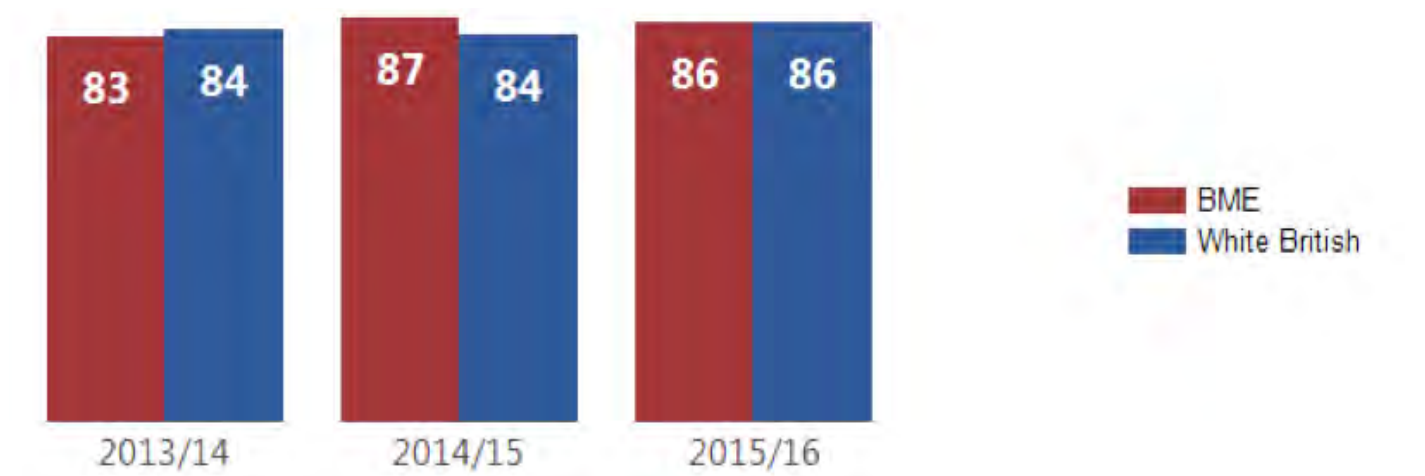
# Outcomes for Adults

## Adult Success by Gender



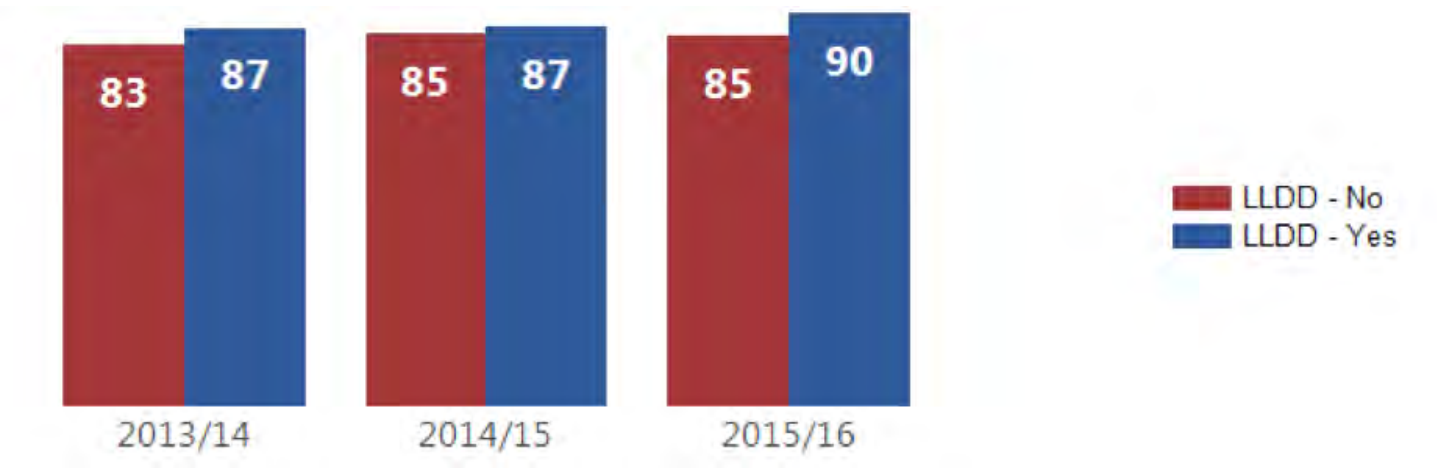
The gap in success rates between adult males and females has closed from 3% in 2014-15 and both groups of learners are now achieving as well.

## Adult Success by Ethnic Group



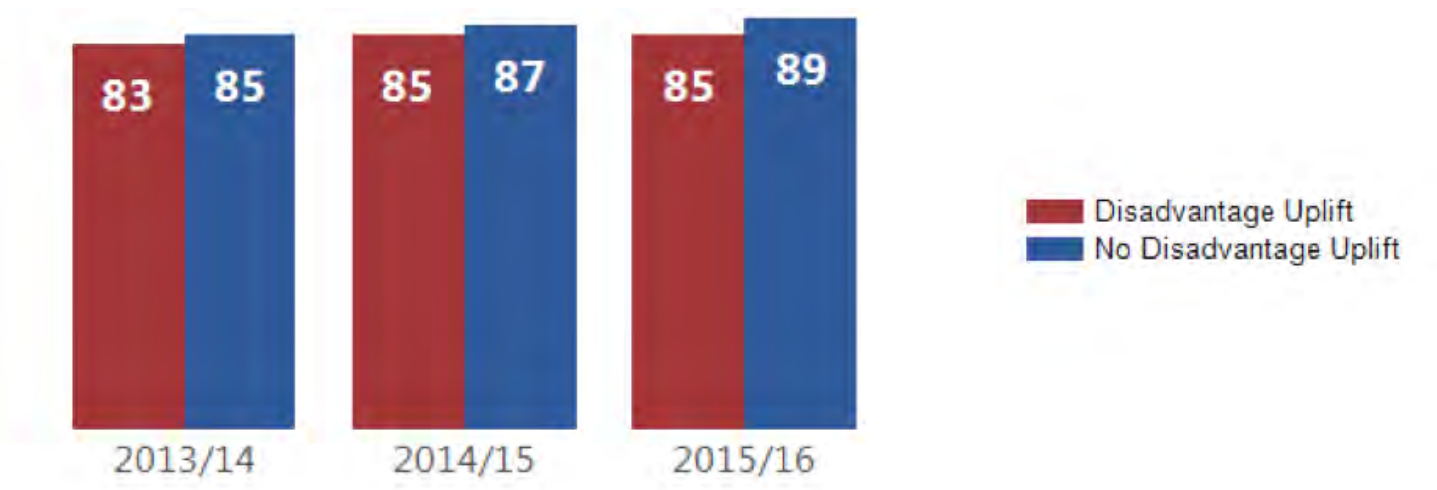
The success rate of BME adult learners has narrowed by 3% from last year. The performance of BME learners and their White peers is at the same level of 86%.

## Adult Success Comparison LLDD/No LLDD



Learners with a declared Learning Difficulty or Disability continue to experience better success rates than their peers, which is a continuing trend over the past three years. The gap has increased by 3% over the past year.

## Adult Widening Participation Success Rates



The gap in the success rates of adult learners from less affluent households and their peers from more affluent households has widened from 2% to 4% in 2015-16 as learners from more affluent households outperform their peers.

# Case Studies

## Katherine Glover

### Studying Hairdressing & Media Make-up Level 3

"I originally worked in early years but then experienced health problems so I couldn't continue. I've returned to education to learn something new.

I like everything about the course – learning all about skincare and different treatments. The make-up unit is definitely my favourite. My tutor is really good; I like the way the course is taught and taking part in the Beauty Showcase was fun.

I'd like to do the Level 3 Media Make-up course next, and then pursue a career in make-up."



## Hamza Mohamed



"I always look forward to coming into College because the classes are taught to such a high standard. The whole setting of the College is very supportive; I made a circuit and one of my tutors nominated me for a Greater Manchester CG Skills Competition Award.

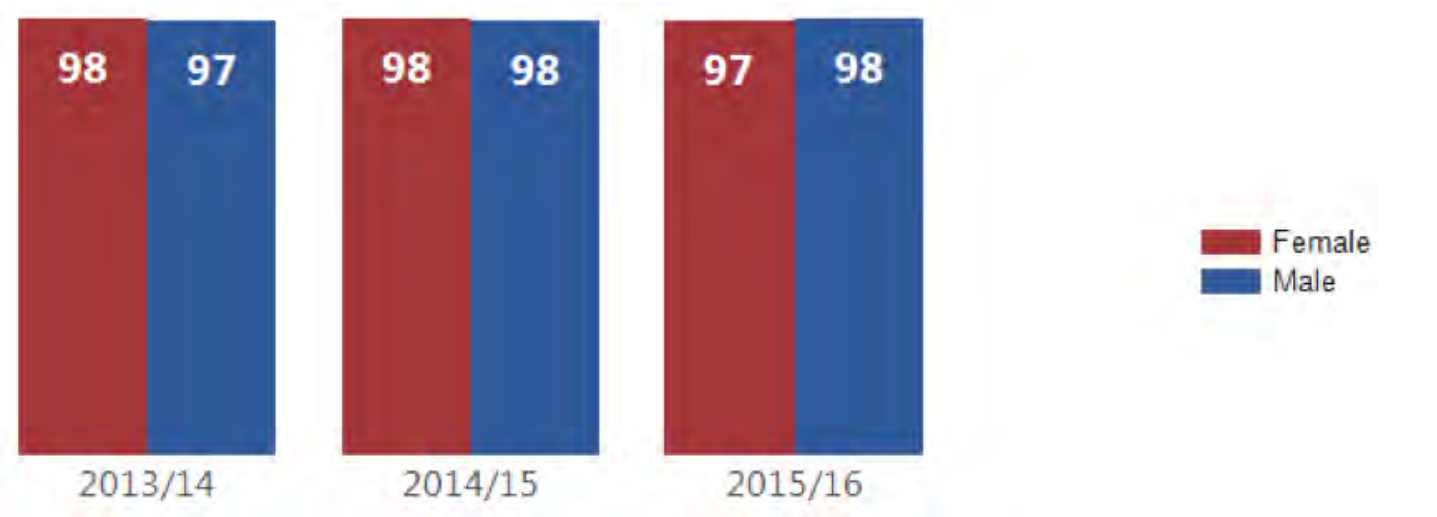
I won the Level 2 Electronics competition which was held at Stockport college, competing against Bury, Stockport, Wigan, Tameside and Trafford colleges.

There are plenty of opportunities to progress so it's the ideal place to come if you want a career in the Engineering Industry. My aim is to get my Level 3 and then complete an Engineering Degree at university."



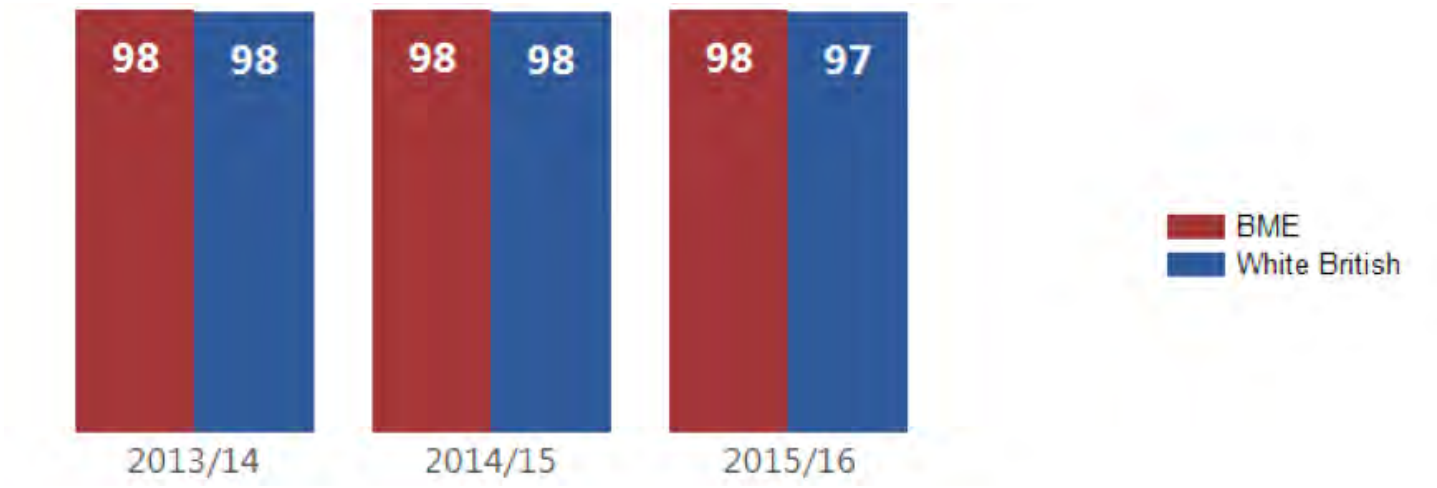
# Outcomes for Adult Community Learners

## Community Learning Success by Gender



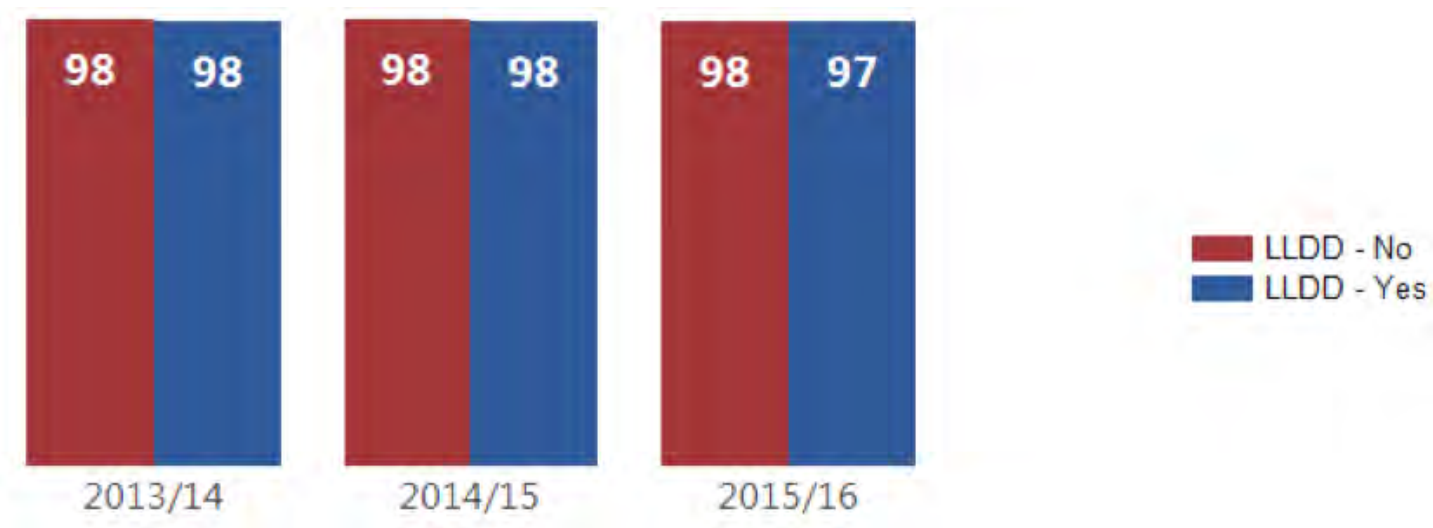
The gap between female and male learners in Community learning has marginally increased to 1%, with both groups achieving very high success rates.

## Community Learning Success by Ethnic Group



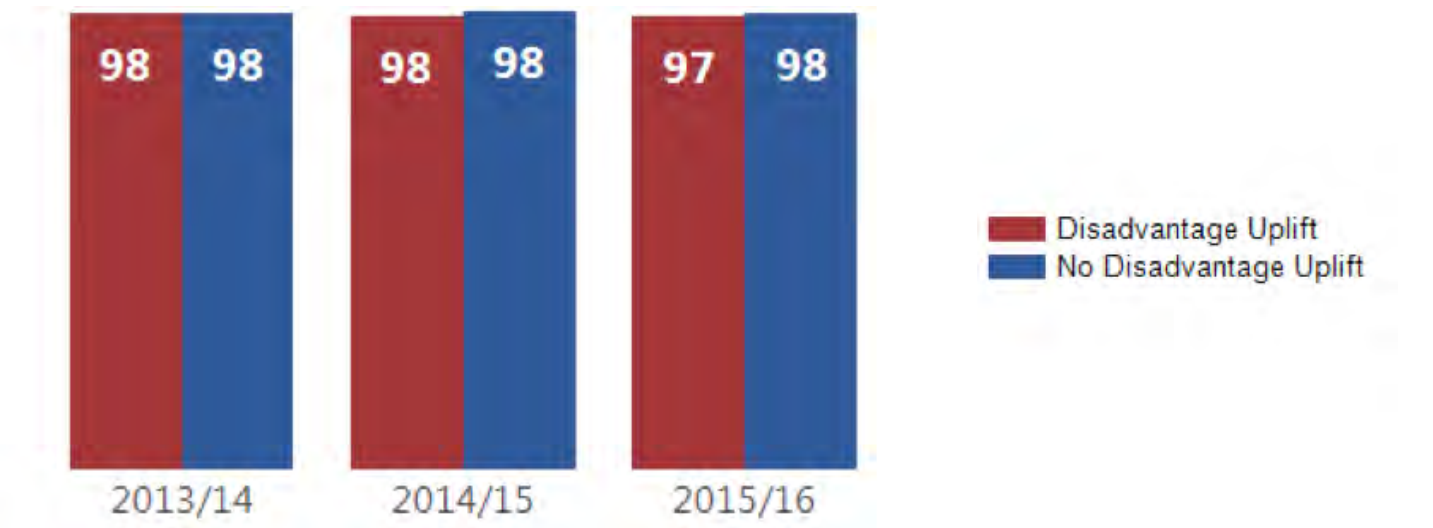
The gap between BME learners and White learners in community learning has marginally increased from 2014-15 to 1%, with both groups achieving exceptional success rates.

## Community Learning Success Comparison LLDD/No LLDD



The gap within Community Learning between LLDD learners and their peers has increased slightly from the previous 2 years to 1%.

## Community Learning Widening Participation Success Rates - Local Authority Community



The gap between learners from less affluent households and their peers has increased marginally to 1%, which is an increase on the previous two years.

# Case Studies

## Families Learning Together Makes a Difference!

Meike Schmeits and Nafiza Bharuchi were proud winners of the Community Learning Awards for recognition of their progression to further learning and employment.

After attending family learning courses with their children, Meike and Nafisa were encouraged to come into College to attend adults maths and English classes.

English is both Meike's and Nafisa's second language and they wanted to achieve their English qualification – which they did!



Both mums agreed that having the opportunity to join in their children's learning was life changing. It gave them an insight in to how they could support their children in school and at home.

"The resources on the course were very useful, I gained an understanding of how my child learns in school as well as how they work things out, for example blending and segmenting words. When I was helping my child at home, I started thinking about making a career in this field so I did some voluntary work in school. All the experience that I gained from Family Learning is fantastic; I hope every parent in a similar situation can benefit from it."

Nafisa now has a job as a Playworker and Meike has been employed as an Accounting apprentice and continues to study at College.

## Helen Stone Award Winner: Recognition of Personal & Social Development

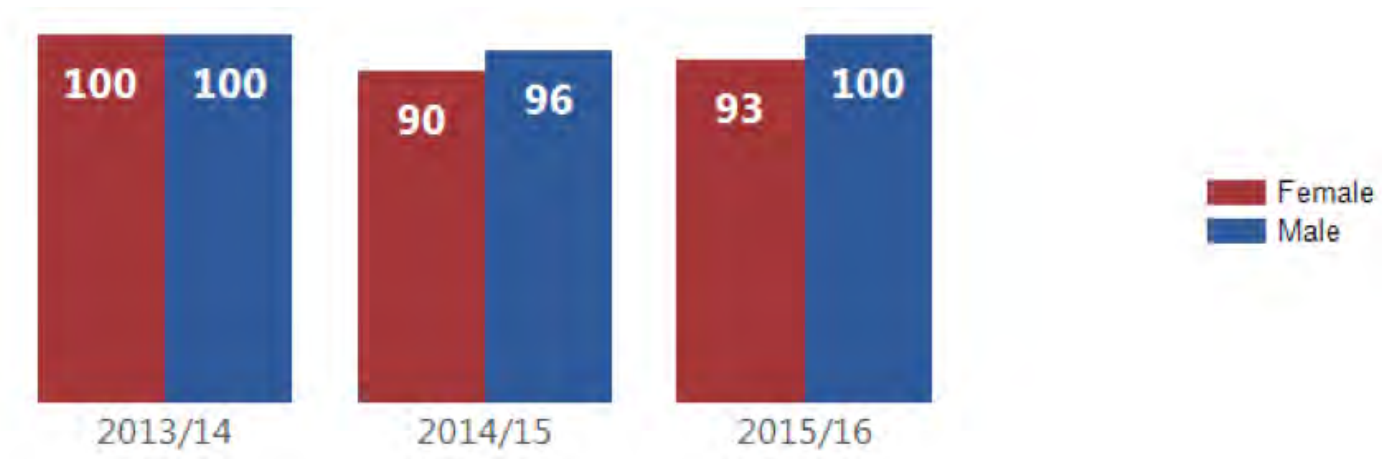
"When I first came to Bolton College I attended with my mum, as I had no confidence at all. I was so painfully shy that I was unable to even talk to the teacher – my mum did all the talking! Due to the course I have made new friends and gained valuable qualifications and I am now offering support to vulnerable learners which is so rewarding! I now work in a job that requires constant communication with both staff and members of the public – this is a job that I never envisaged I would be able to do!"





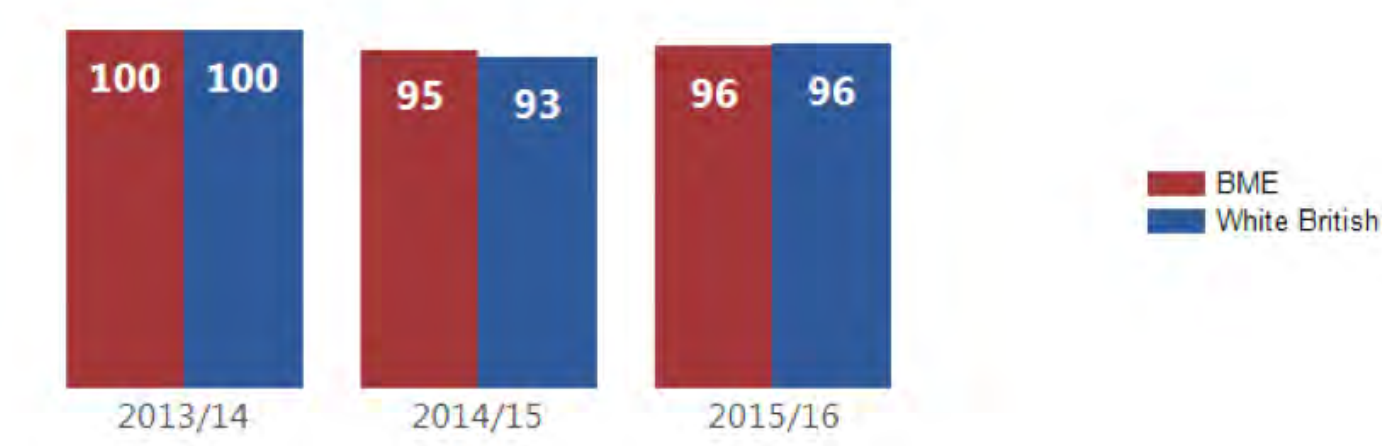
# Outcomes for Higher Education Learners

## HE Success by Gender



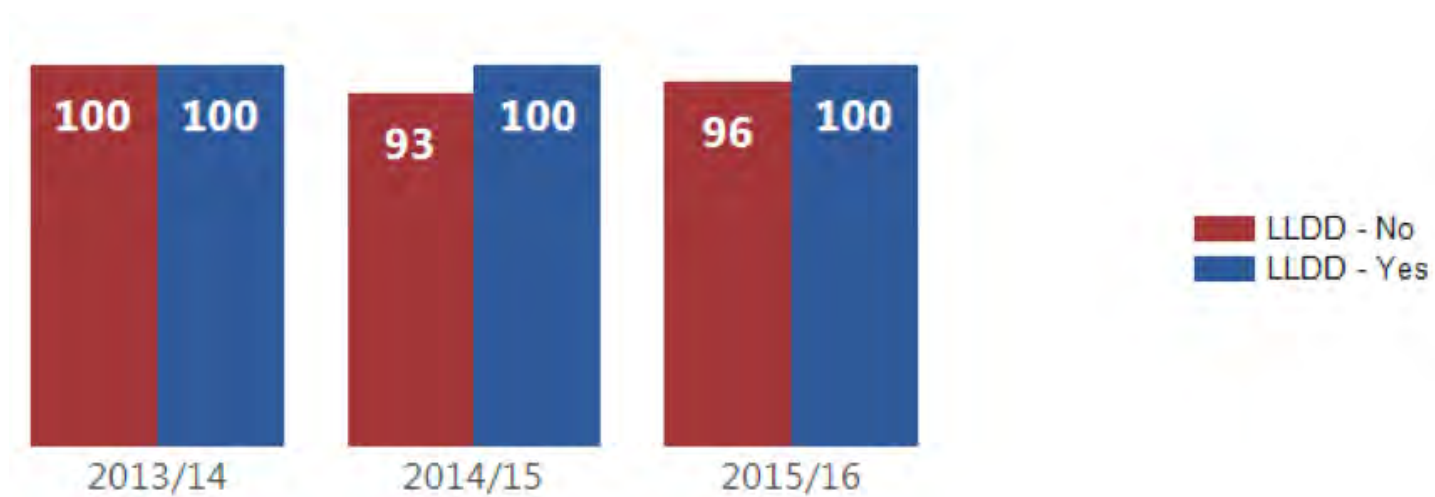
The gap in success rates between males and female HE learners has increased slightly from 6% in 2014-15 to 7% in 2015-16.

## HE Success By Ethnic Group



There is no gap in success between BME HE learners and their White Peers with both groups performing exceptionally well.

## HE Success Comparison LLDD/No LLDD



The gap in success rates of HE students who have declared a learning difficulty and/or disability has narrowed from 7% in 2014–15 to 4% in 2015–16, with both groups performing extremely well.

## Case Studies

### Celebrating Success: Samantha Fogg studying Access to Legal Professions

I've studied here since 2014; I completed Level 2 Maths Functional Skills and Level 1 English Functional Skills last year. I also won the Karin Eckersley Prize for Endeavour at the Adult & Community Learning Awards 2015.

I began to lose my vision when I was a teenager, and this affected my mental health; however I wanted to learn and was determined to travel from Manchester to Bolton College to pursue my ambition.

I came to Bolton College because I'd heard that it was a centre of excellence for disabled students. The support is excellent here. The College is also designed well, with a lot of light, so from a disabled person's perspective it's easy to navigate and get around.

The Access course is very flexible. The tutors are very knowledgeable and most importantly it has enabled me to access university! I've been offered a place at the University of Manchester to study Law in September.

After university, I want to train as a Mental Health Lawyer.

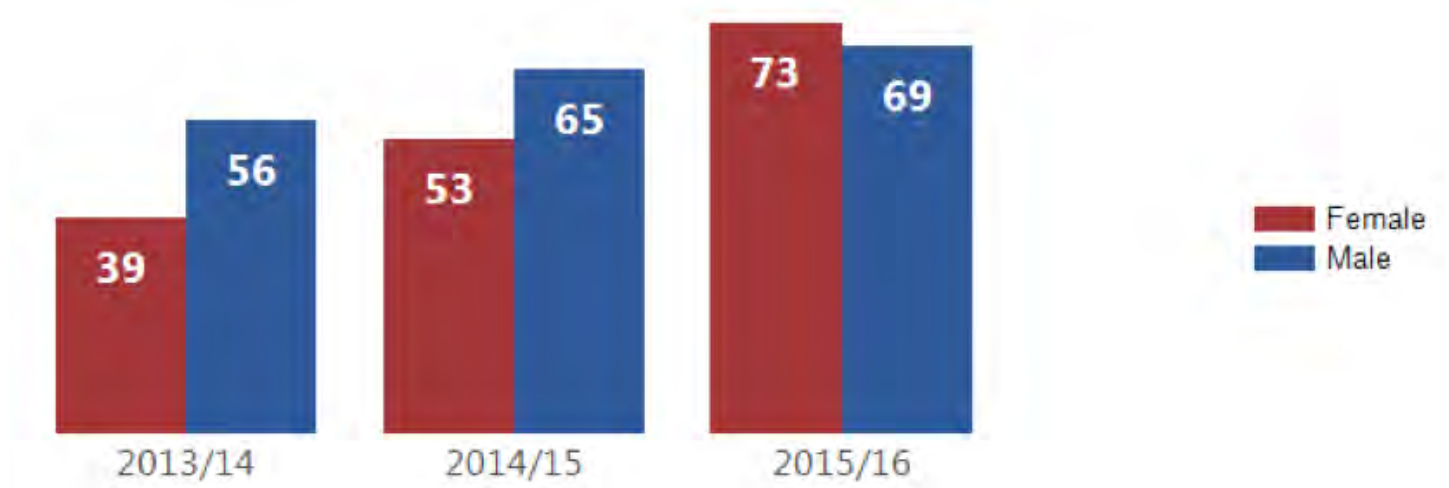
I would recommend this course to others. It's ideal for people who didn't achieve what they needed to at school. An Access course will enable you to go to university and achieve your ambitions.



# Outcomes for Apprenticeships

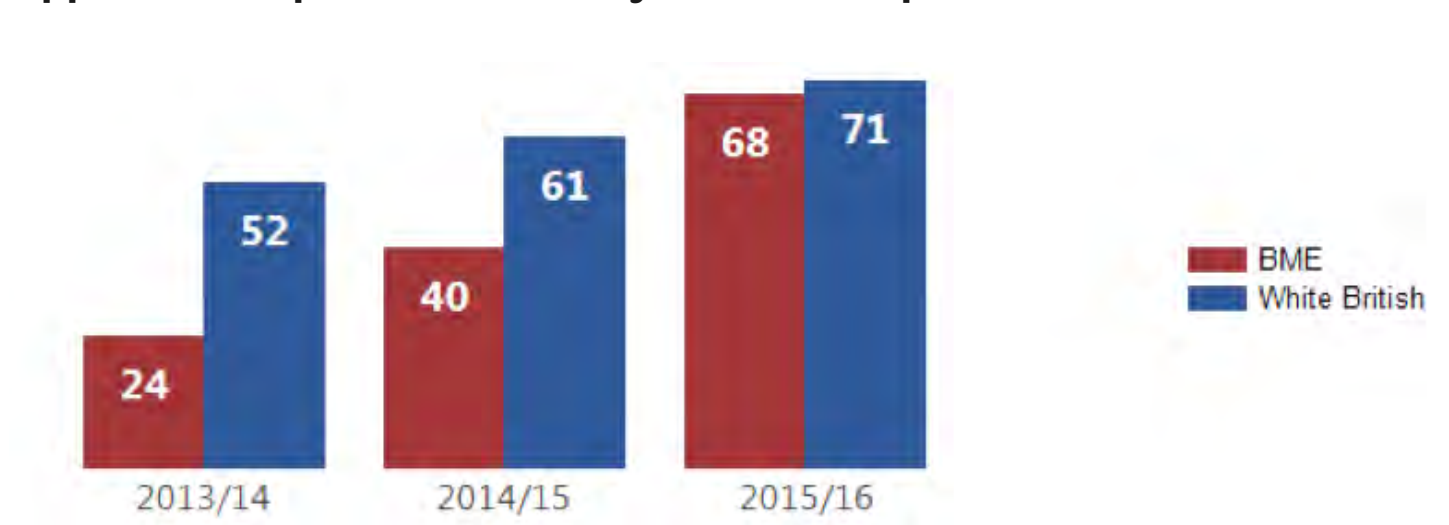


## Apprenticeship Achievement by Gender



Overall, the success rates of students on Apprenticeships has increased dramatically over the past three years. In 2015-16, females have outperformed their male peers, which has changed from the previous two years. The gap has narrowed from 12% to 4% in the last 12 months.

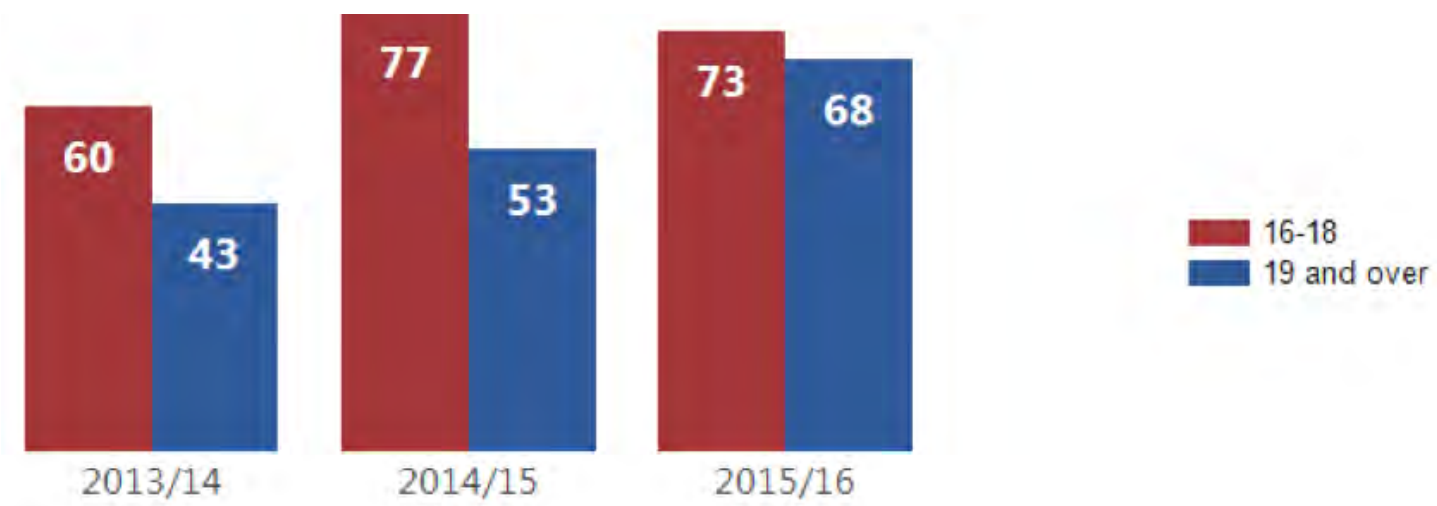
## Apprenticeship Achievement by Ethnic Group



The gap in success rates between BME and White learners has narrowed significantly in the last year from 21% gap in 2014-15, to a 3% gap in 2015-16.

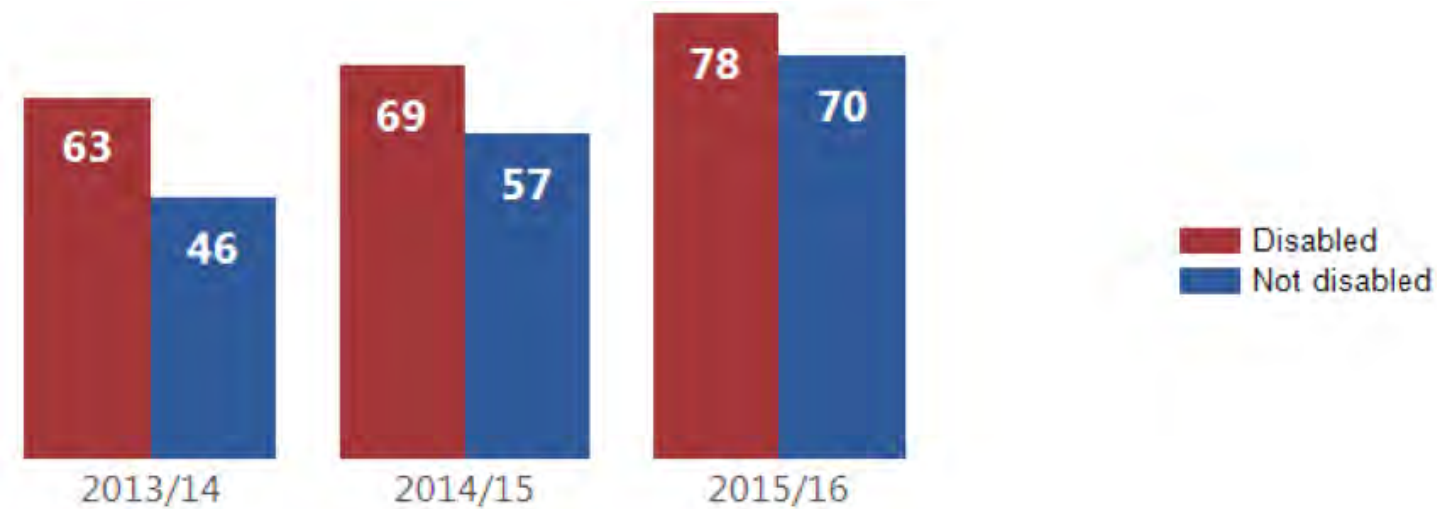


# Apprenticeship Achievement by Age Group



16-18 learners apprentices have outperformed their adult peers for the past three years. The gap in performance has narrowed from 24% in 2014-15 to 5% in 2015-16.

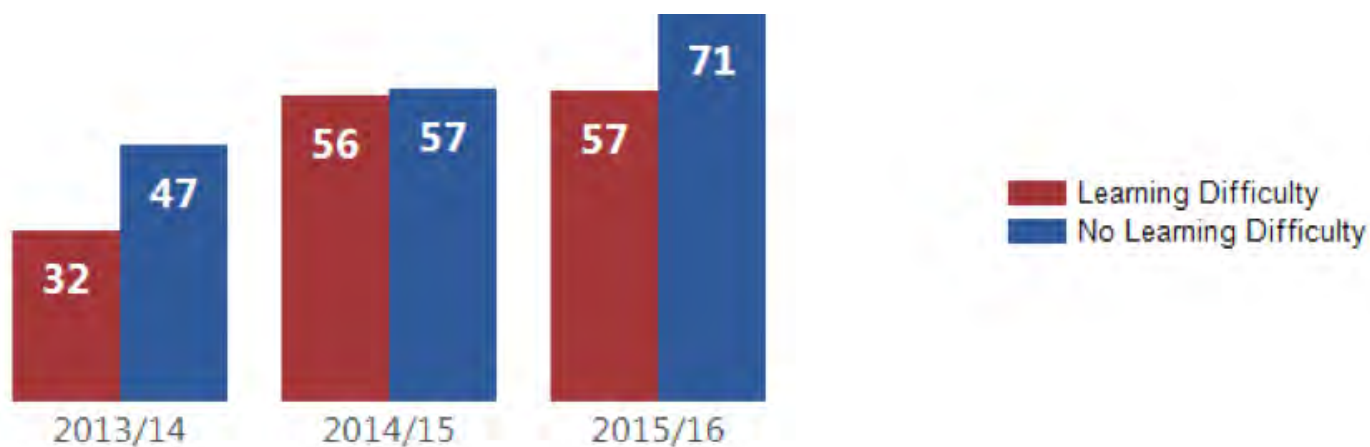
# Apprenticeships by Disability/No Disability



The overall performance of learners who have declared a disability and their peers who have not has improved significantly in the last three years. The gap between the groups is narrowing and has significantly reduced from 2013-14 at 17% to 8% in 2015-16. Learners who have declared a disability have outperformed their peers for the last three years.

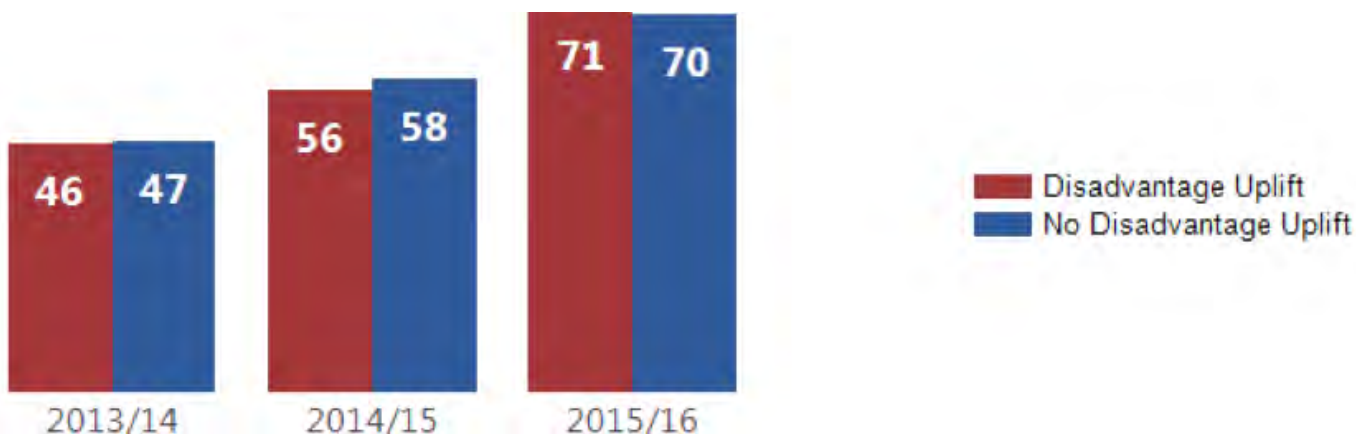


## Apprenticeships by Learning Difficulty/No Difficulty



Learners with no learning difficulty continue to outperform their peers as they have for the previous two years. The gap in performance has increased from 1% in 2014-15 to 14% in 2015-16.

## Apprenticeships Widening Participation Success Rates



For the first time in the last three years, apprentices from less affluent households have performed 1% better than their peers from more affluent households. The gap has narrowed from 2% to 1%.

# Case Studies

## Ashley Haslam Vehicle Maintenance & Repair Apprenticeship Level 2

I started my full time studies at Bolton College on an Entry Level 3 programme and I then completed a Traineeship before starting my Apprenticeship. It really helped to build my confidence and gave me the tools that I needed to take the next steps in my learning.

I now work at Wilson's Autos as an apprentice Mechanic, I've come out of my shell and my communication skills have really improved – I used to be terrified of speaking on the phone but I can now take customer calls which is something I'm really proud of.



I'm looking forward to completing my Level 3 at the end of the year. One day, I hope to manage a garage and then eventually run my own business.

I was nominated for the Bolton & Bury Level 2 Business Awards and came second achieving highly commended. I also won the Level 2 Apprentice Of The Year regional award for Greater Manchester, Cheshire & Staffordshire.

## Jack Grimwood Vehicle Maintenance & Repair Apprenticeship

Jack is profoundly Deaf, and communicates using British Sign Language. He has good lip-reading skills and is fairly confident to communicate in writing if required.

Jack has struggled making friends in the past and it was very important to Jack and his family that he was integrated into the deaf community as he can be quite isolated in Rochdale. During the holidays Jack can become low due to lack of social interaction and then be reluctant to come back to college. Jack is currently learning to drive and cannot wait to get a car as this will give him more freedom and make his trips to Bolton quicker.

Jack went to Hopwood Hall College where he completed Joinery Level 2, he then completed his Joinery Level 3 here at Bolton College before changing direction to Motor Vehicle. Jack was unsure whether he would be able to cope in a busy construction environment and keep up with the other "lads".



Jack has been very settled in motor vehicle. He has completed Level 1 and was half way through Level 2 this academic year. He has recently completed his work placement and the firm were so impressed they offered him a full time paid position, which he is now doing. Just last week we persuaded them to turn the position into an Apprenticeship so that Jack can continue with his studies.

We are all very proud of Jack. He is now in a position to earn money, gain his Apprenticeship and continue to see his peer group.



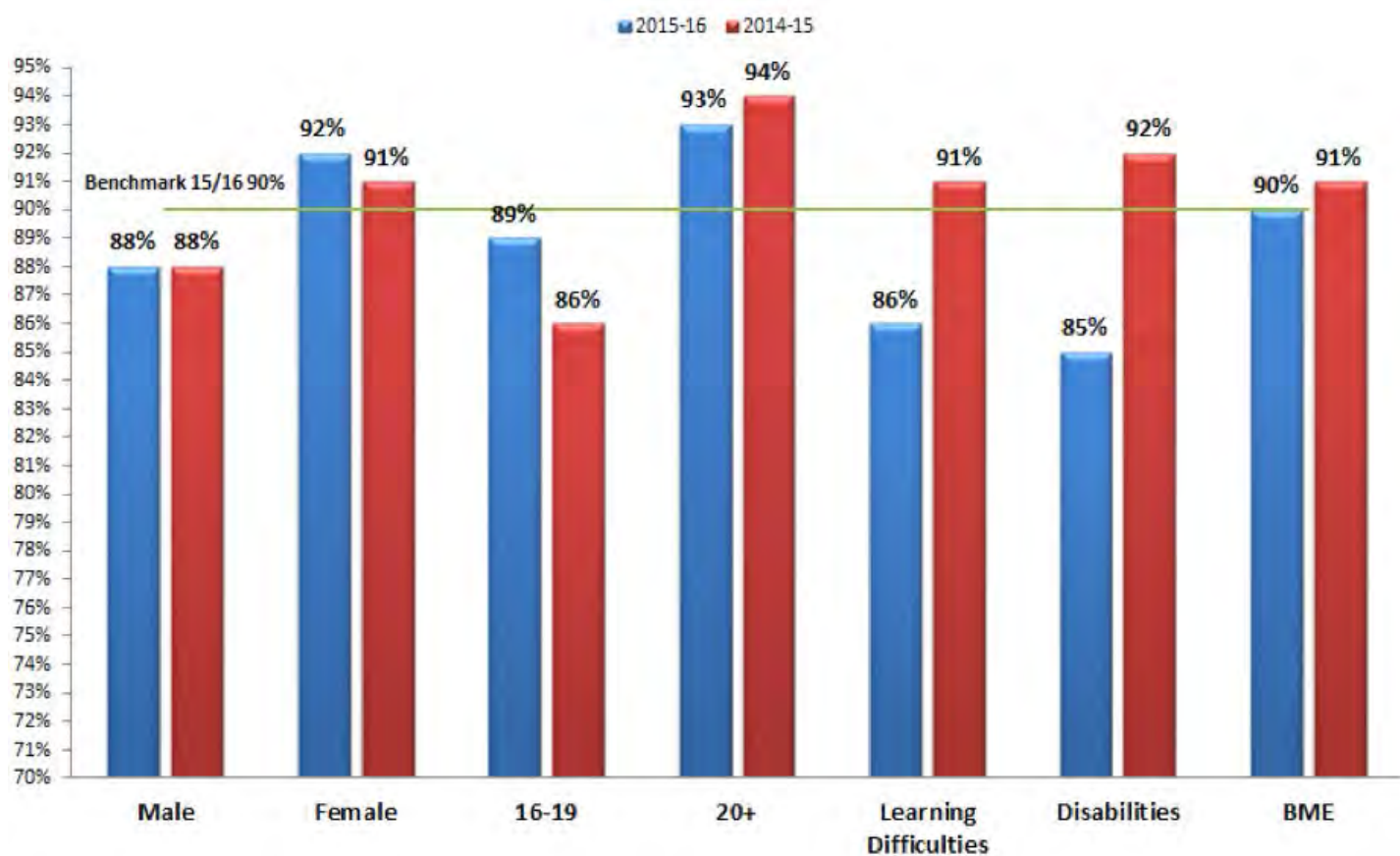
# Our Learner Voice

QDP surveys have become an integral and important part of the College's Learner Involvement Strategy and Quality Performance management. The in-depth data provided by these reports is instrumental in helping us identify both where our strengths are and where we need

to improve our services to learners.

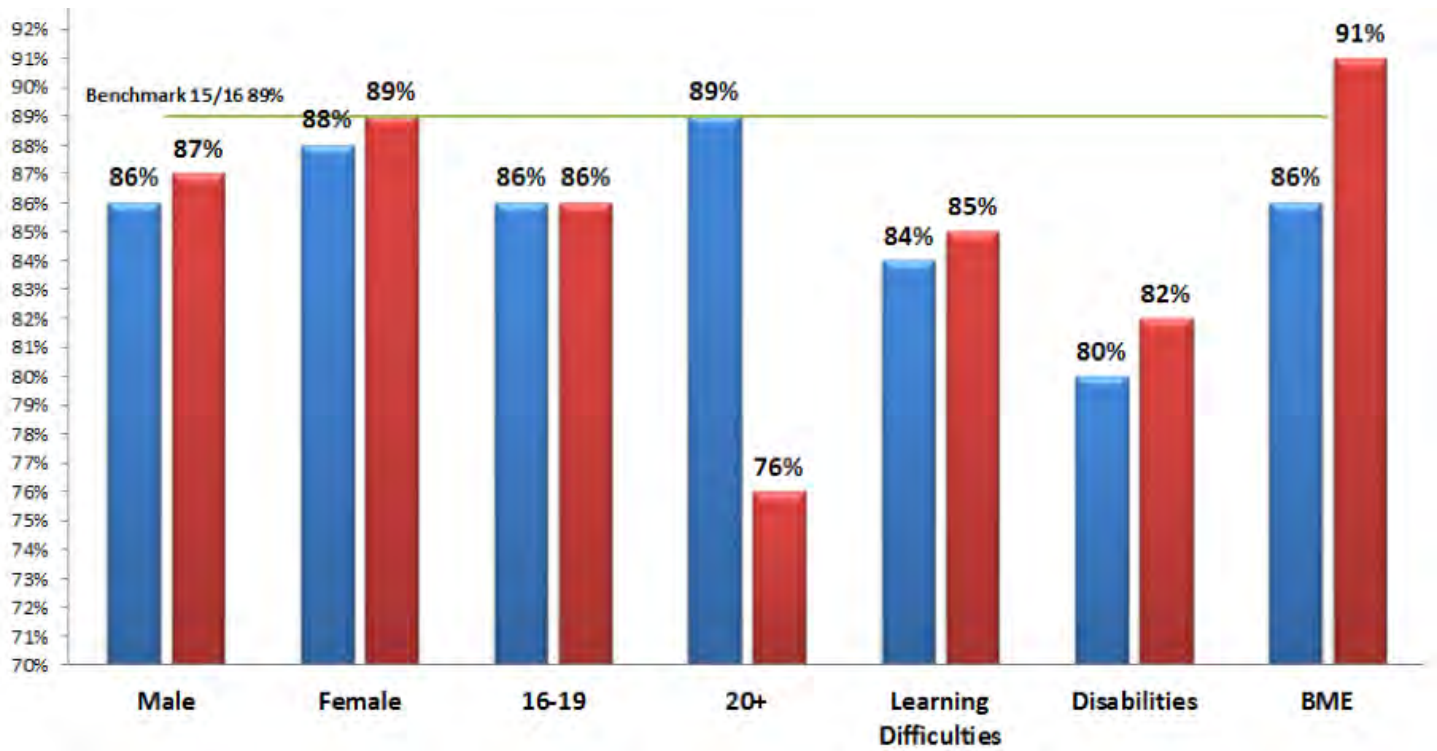
The College undertakes QDP surveys twice a year in order to receive the views of students on matters such as teaching, learning and assessment; accommodation and facilities; student/staff support and wider College issues.

## Teaching and learning



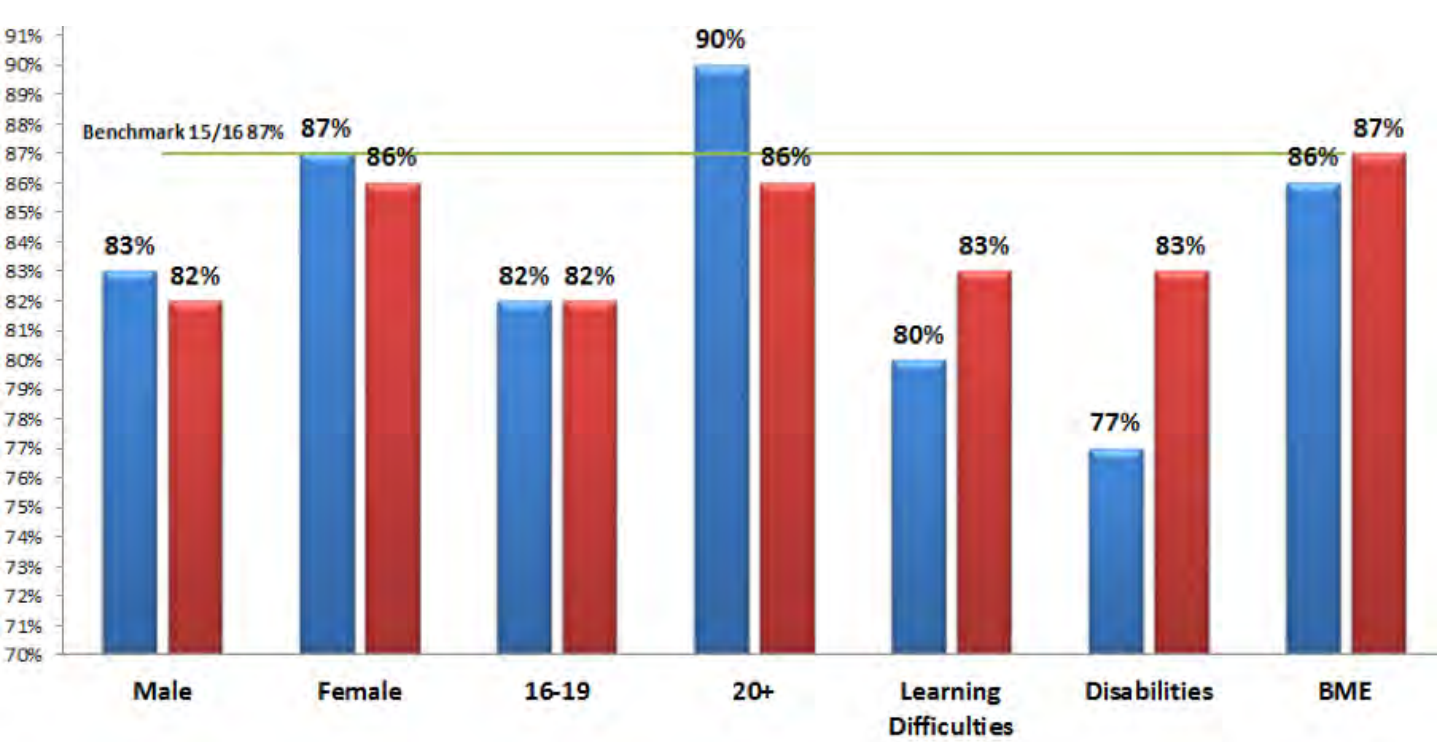
Learner feedback on teaching and learning has increased or stayed the same for male, females and 16-19 learners in 2015/16. However, only female, 20+ and BME learners have a satisfaction rate on or above the benchmark of 90%.

# Support I Receive



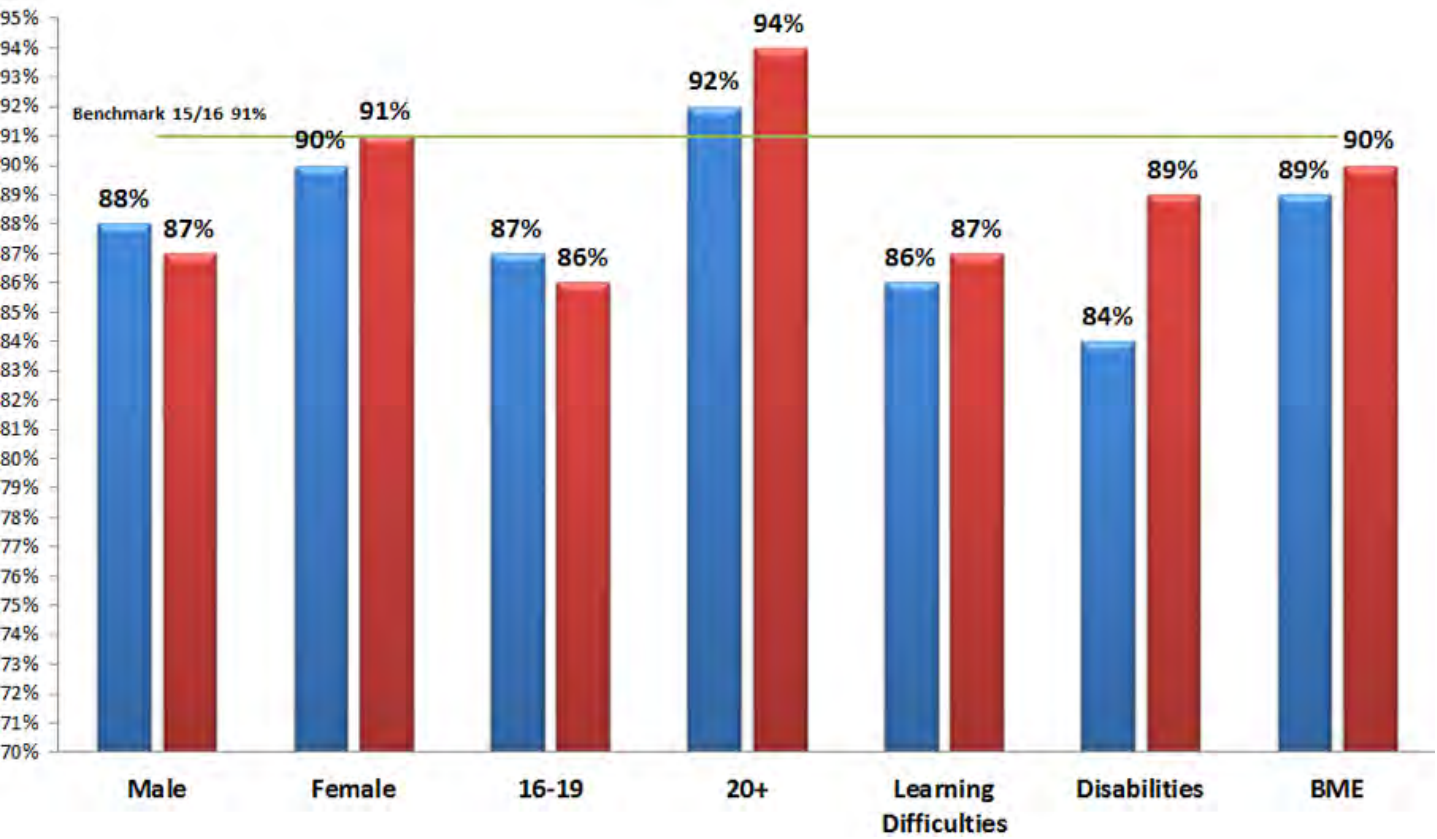
In 15/16 the majority of learner satisfaction was slightly below the benchmark of 89% except adult learners, whose satisfaction regarding the support they receive has improved by 13%. Learners with disabilities voiced a low satisfaction rate at 9% below benchmark.

# My Next Steps



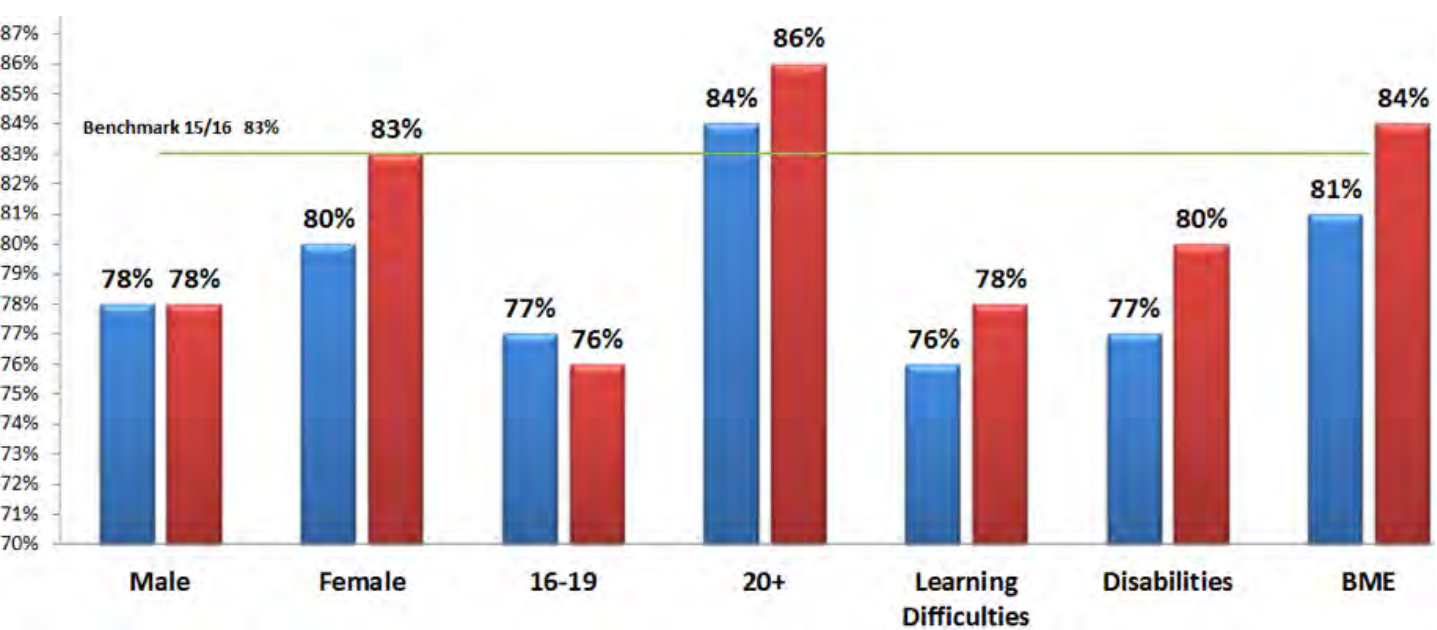
The College recognises that more work needs to be done in relation to helping learners with progression information for males, young learners and learners with disabilities and learning difficulties and BME, and the learner feedback confirms that. However, female learners and 20+ groups rate is on or above the benchmark of 87%.

# Assessment



The feedback from learners on assessment is in the main below the benchmark, with only adult learners rating it above the benchmark of 91%. There is a 5% gap in the rating between 20+ and 16-19 learners and a 2% gap in satisfaction between males and females.

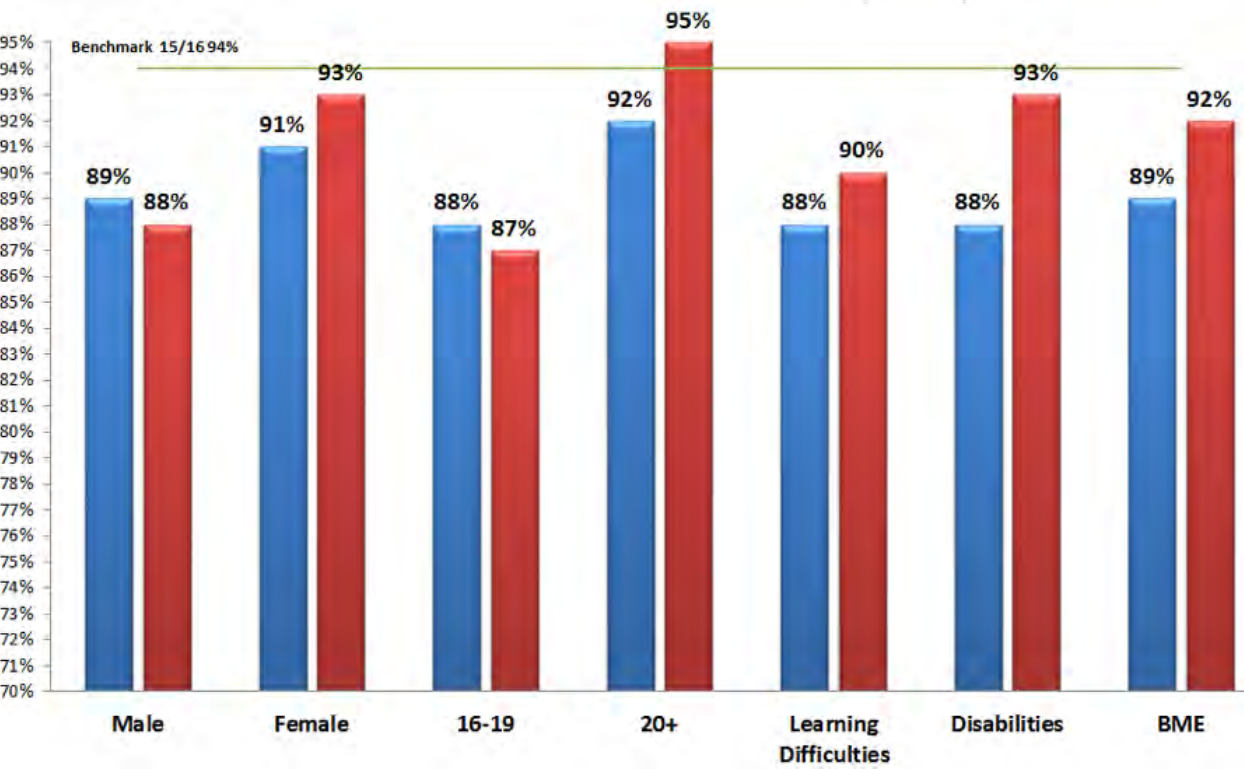
# Cross College



Satisfaction rates regarding cross college facilities is mixed with females 20+ and BME learners voicing satisfaction rates at 80% or above. 16-19 learners have voiced their satisfaction at 7% lower than that of adults. Feedback from adults is above the national benchmark.

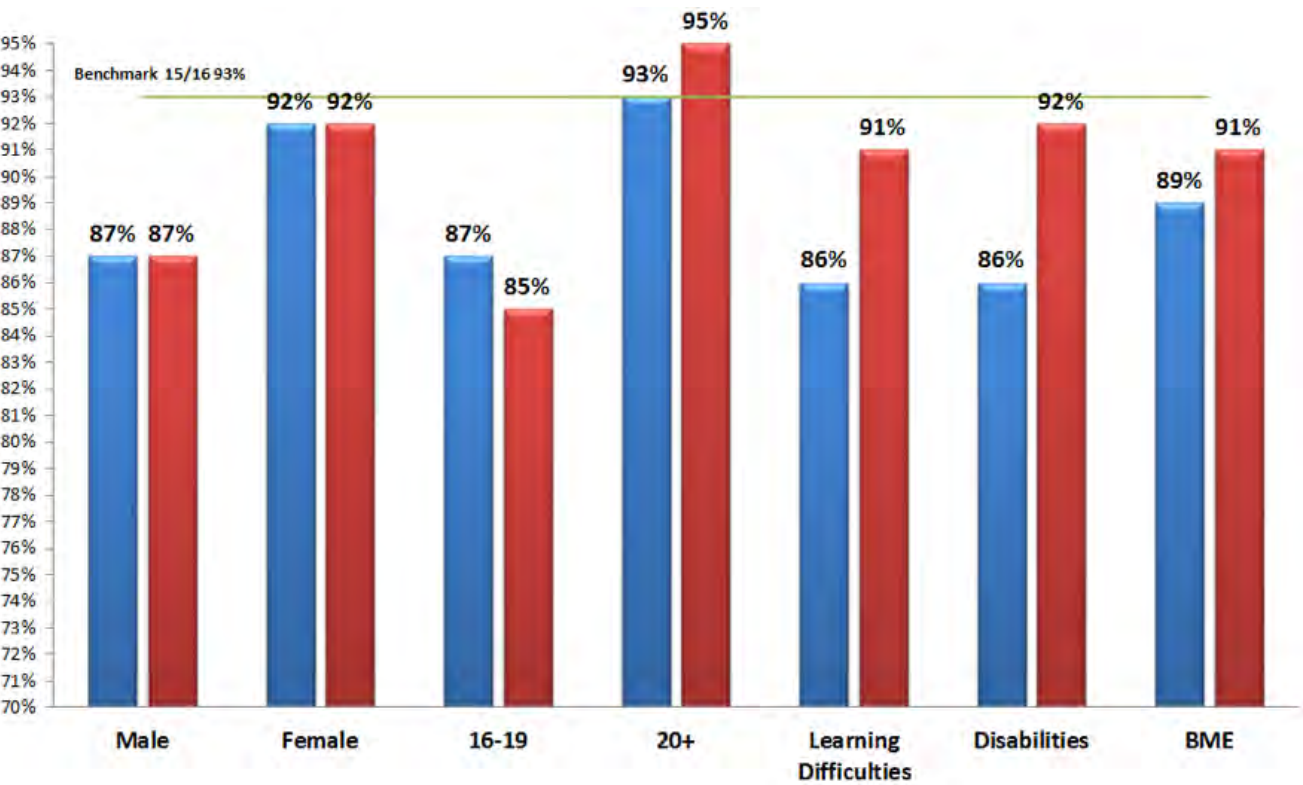


# College Community



Satisfaction voiced about learner experience at the College from all learners is below the benchmark of 94%. 16-19 year old learners and learners with learning difficulties and disabilities all voiced their satisfaction at 88%.

# Quality Assurance



The learner feedback on this section has increased or stayed the same for male, female, and 16-19. The satisfaction rate for 20+ learners has decreased slightly by 2% from 2014/15 however, it is still in line with the benchmark and 6% higher than the young learners' rate.

# Our Staff

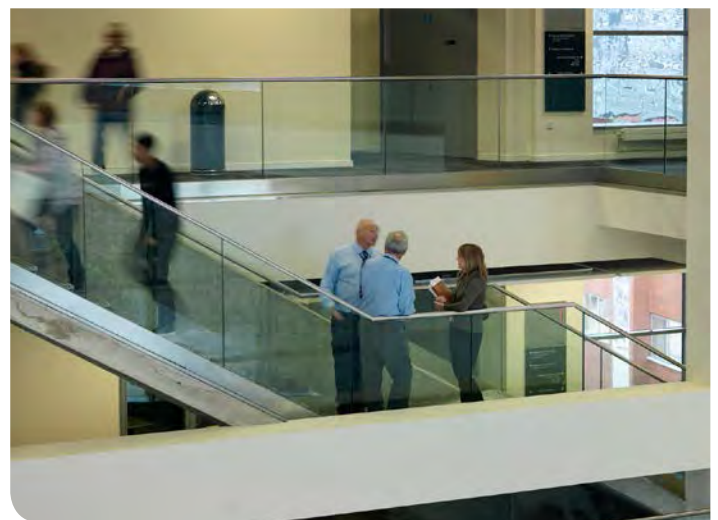
Bolton College is an inclusive organisation and at the heart of our Single Equality Scheme is a commitment to achieving excellence through inclusion. Our approach to equality and diversity is a broad one, however our key aim is to provide a working and learning environment which is free from discrimination and one which promotes and celebrates difference, and takes actions to narrow gaps in achievement. Our staff are key to achieving this.

In support of the College-wide approach to Equality and Diversity, the Human Resources team are at the cornerstone of this commitment. The team ensures that staff are treated fairly, with dignity and with respect. The HR team ensures that the College's approach to the recruitment of staff and the promotion of staff supports the College values and that no-one is discriminated against because of their age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (protected characteristics).



The HR team do this by being actively involved in all aspects of the recruitment and selection process. The HR teams involvement is much broader than the recruitment of staff; the team also play a pivotal role in decisions affecting selecting staff who will be in receipt of funding for training/qualifications which would have an impact on potential promotional opportunities. This involvement not only ensures that appropriate procedures are being followed but also, from an Equality and Diversity perspective ensures that staff from protected characteristics are not disproportionately or adversely affected.

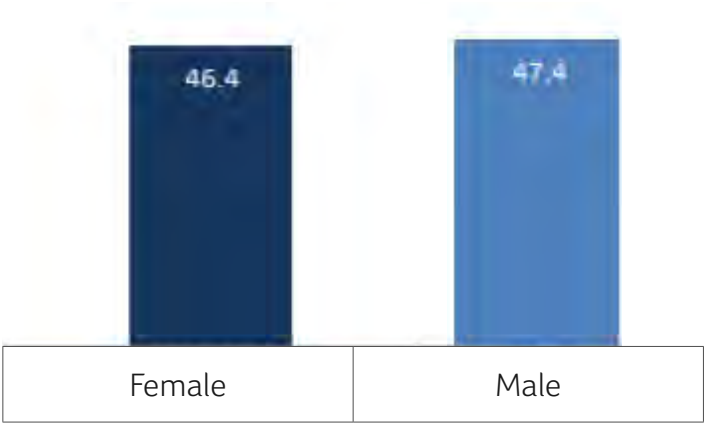
In addition to being part of the process/decision, the HR team also record, report and monitor a range of equality and diversity data in support of this aspect of their work.



The College has a vibrant and diverse staff training programme which is designed to ensure that our staff are aware of their responsibilities in relation to the Equality, Diversity and Inclusion agenda. Training varies from legal updates; induction sessions for new staff; mental health awareness; embedding Equality and Diversity into lessons as well as a variety of specialist updates for those staff who provide support to learners with disabilities.

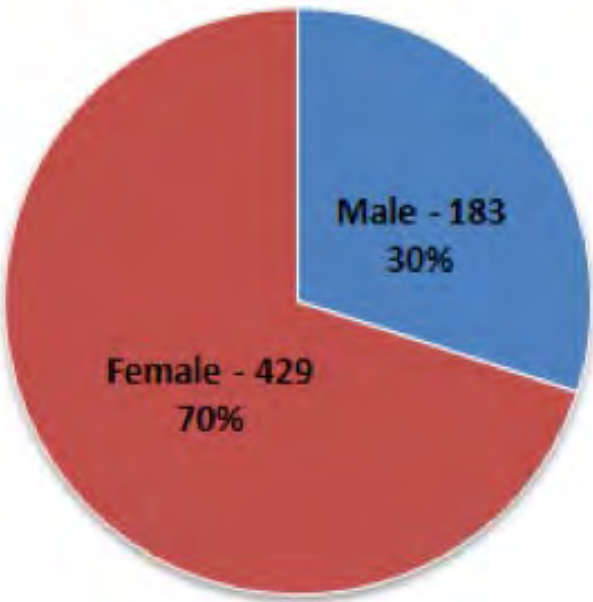
As at 31st December 2016, the workforce stands with a head count of 612 employees (440 FTE). The following are key observations linked to this information.

## Average Age



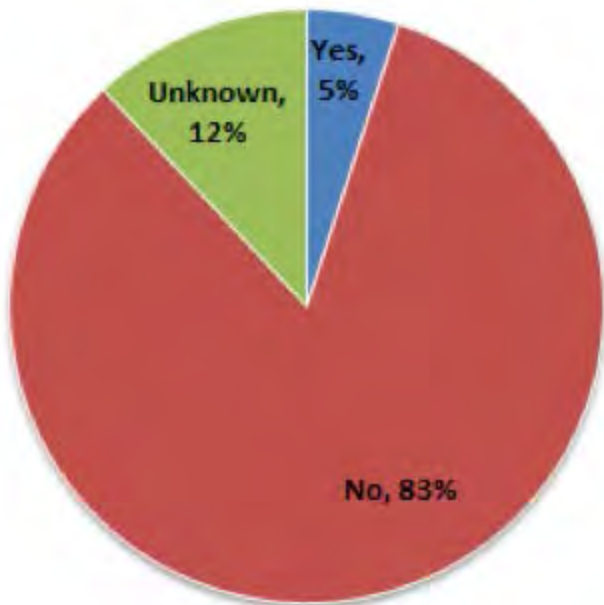
The average age of the workforce has remained at 47 years. With the abolishment of the normal retirement age staff can now work longer and our workforce data confirms that we have some staff that would have been classed as working beyond normal retirement age who have highly valued skills.

## Gender



The current profile with regards to staff genders, remains a consistent picture with the gender split being 70% female and 30% male. This percentage is significantly higher than our learner profile (59% female and 41% male) and our local population (51% female and 49% male).

## Disability

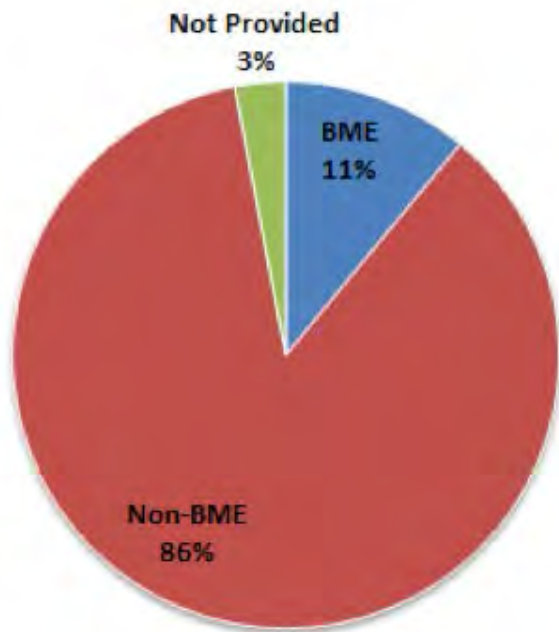


Current College data evidences that 5.22% of the workforce have declared themselves as having a disability. The latest census data for Bolton reports that 20% of the population has a long term illness or disability. The College is recognised as a Disability Confident Employer and is subject to an audit on an annual basis to maintain the status.

This percentage is lower than that of our learner population which is 6.6%. The College continues to take steps to encourage staff to disclose.



## Race

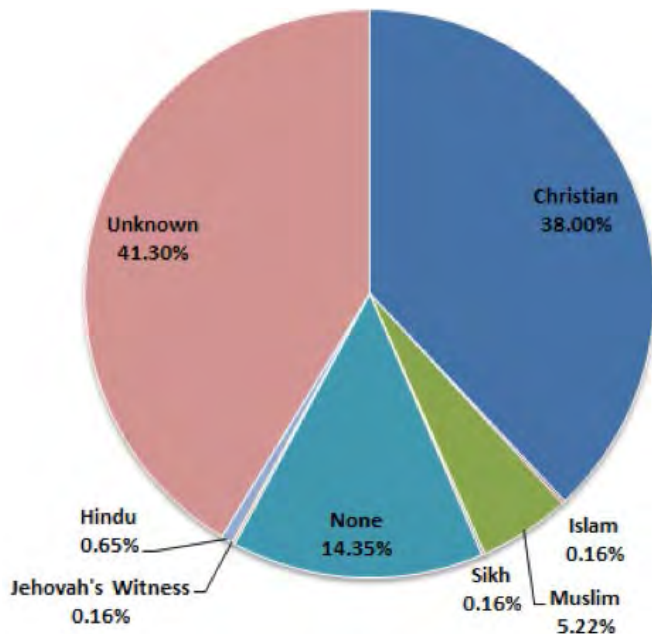


The College's vision is to have a workforce which is representative of the local community. The latest census data for Bolton reports that 17% of the local population are from a BME background and 21% describe themselves as White but being born outside of the UK. The College's BME representation is 11%, which is significantly lower than the percentage of our learners from BME backgrounds which was 39% in 2015-16.

The College does advertise its vacancies as wide as possible as to attempt to reach various communities.

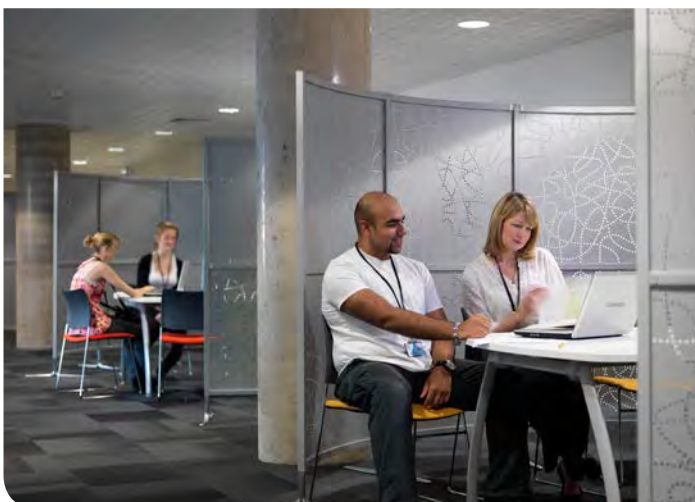
This, mixed with fairly stable turnover rates, does mean that opportunities to recruit new staff can be a challenge.

## Religion, Faith and Belief

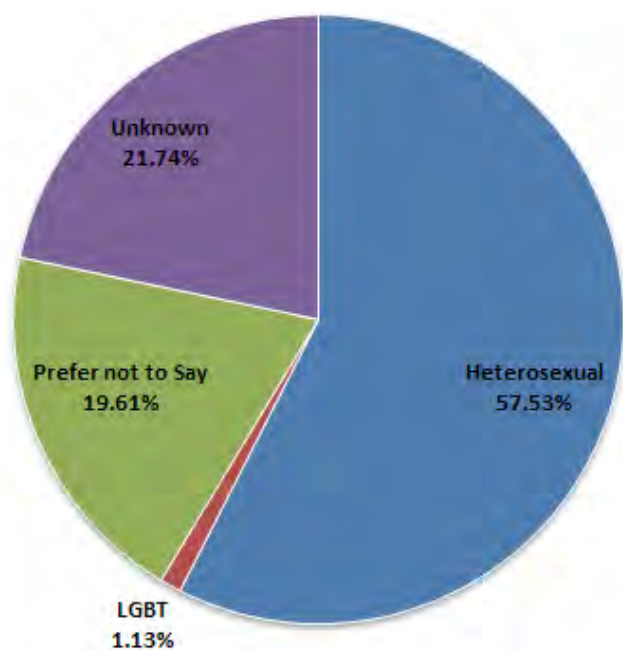


The College's vision is to have a workforce which is representative of the local community.

The latest census data from Bolton reports that 62.7% of the local population class themselves as being of the Christian faith and 11.7% being of a Muslim faith. Compared to our workforce which are 38% Christian and 5% Muslim.



## Sexual orientation



The College also records the sexual orientation of its staff, the majority of staff (57%) classify themselves as Heterosexual, followed by 19% choosing not to disclose this information and 1% declaring themselves as LGBT. We do not have information for the further 21%.

The College will continue to work with staff over the next 12 months to improve the disclosure rate.

## Case Studies

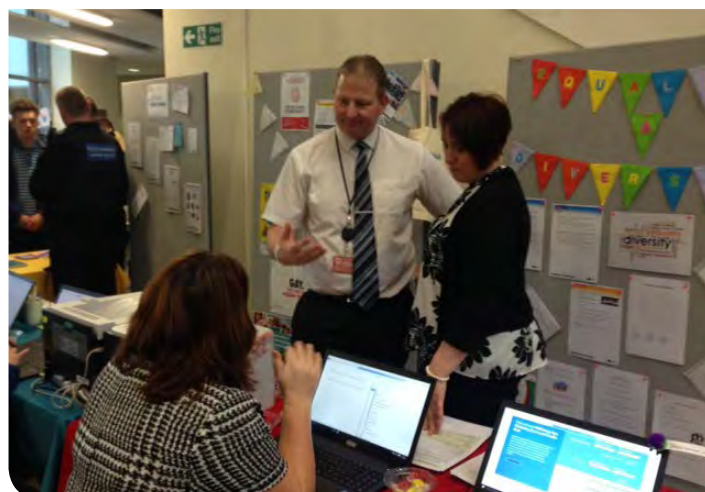
### Human Resources and Staff Development contribute to Diversity Festival

The College held its first Diversity Festival in December 2016, the event was an amazing success involving our learners, our staff and some of the organisations and people we work with.

As a College we are very proud of how inclusive we are and the event was an opportunity to bring everyone together to celebrate our differences and learn more about each other and the HR and Staff Development team took part in a number of ways.

As an employer we know that the EDI information the HR team hold about staff required updating so the HR team took the opportunity during the event to encourage staff to update their personal characteristics through the use of an on-line tool. This has enabled the HR team to update its workforce profile information as the team are keen to have a more up to date understanding of the diversity of our workforce.

The event also provided the HR team with the



opportunity to demonstrate to our learners and staff an on-line tool which provides advice on a range of health and lifestyle issues. People were encouraged to complete the on-line programme and they then received feedback on how to improve their health. The feedback from those who took part was really positive and this will be something the HR team will continue to roll out.

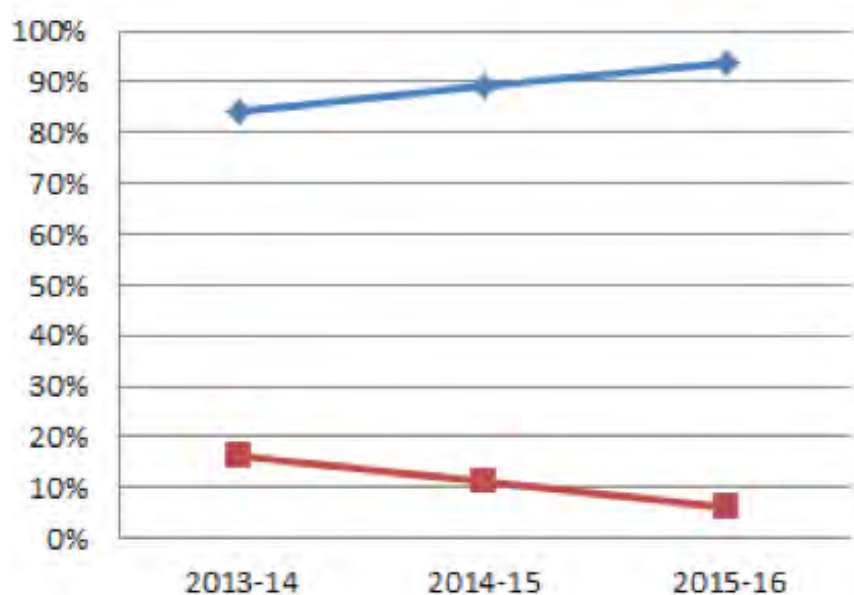
The Staff Development team took part in the event by discussing with staff how the College can support them in their role with a view to enhancing the range of staff training opportunities for staff which link to the EDI agenda, staff came up with a wide range of ideas which will form part of the Continuing Professional Development (CPD) programme.

# Our Governors

Many of our Governors are local residents who have first hand experience of working and living in Bolton, with a personal understanding of the diverse needs of our communities. In a 2015/16 Corporation Skills Analysis, 100% of Governors indicated that they had some skills,

expertise and understanding of equality and diversity, 72% a high skills set and 28% moderate with a recommendation for further professional development. 66% of Governors have experience of working with local communities and local issues.

## Governor Profile by Ethnic Group



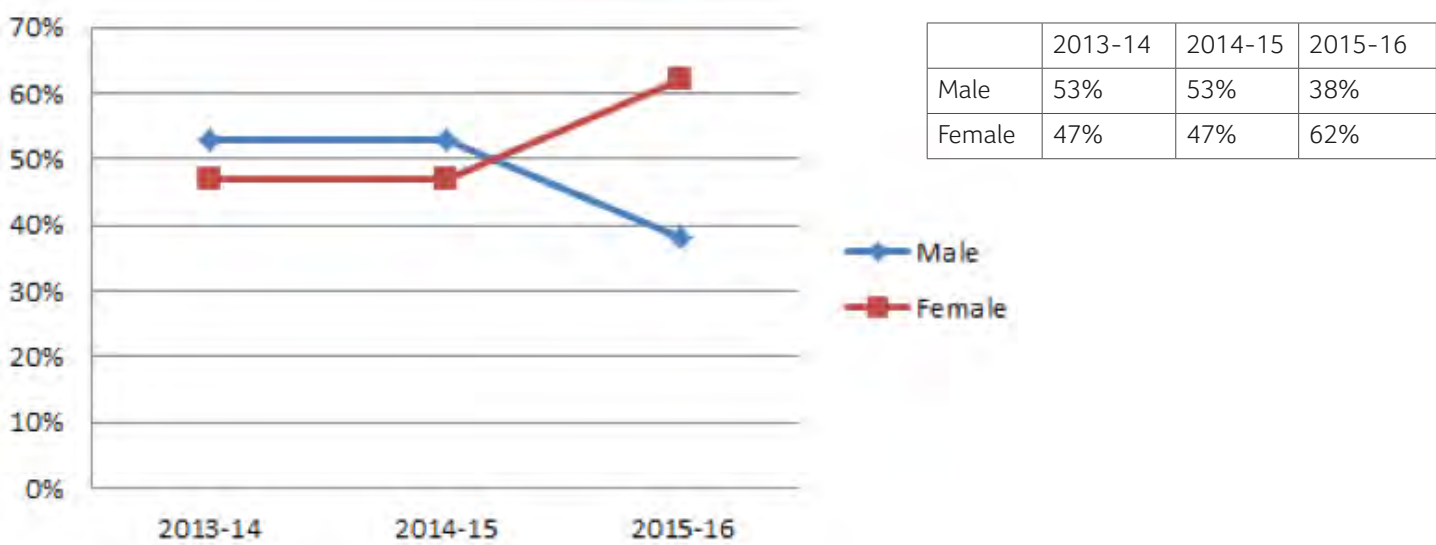
	2013-14	2014-15	2015-16
Non-BME	84%	89%	94%
BME	16%	11%	6%

The percentage of Governors described as 'White' has increased by 5% since 2014-15 and by 10% since 2013-14. Our Board is not representative of our local population or learner population at this moment.



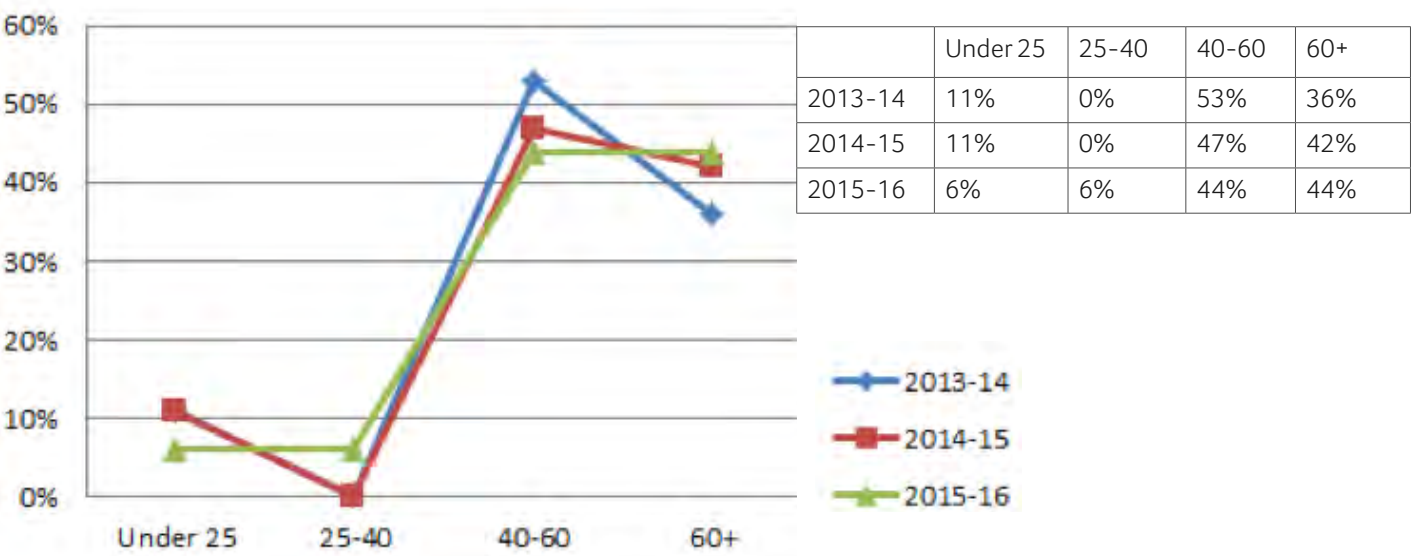


## Governor Profile by Gender



The percentage of females in our Board has increased by 15% since 2014-15 and is now more representative of the learner population, which is currently 59% but higher than the ration of females in the local population

## Governor Profile by Age Band



The age range of our Governors has not changed significantly in the last year, although there’s now a 6% representation of under 25s, a slight decrease in representation from 40-60 age group and a slight increase in representation from 60+ age group.

# Celebrating Equality & Diversity and Fostering Good Relations

The different areas within the College plan a wide range of activities to occur throughout the year that promote equality and celebrate diversity. The following showcase those that were shown in the College's learner news service. Included are some examples of how the College fosters good relations between different groups:

- A calendar of diverse celebrations and events informs a campaign to promote the College's commitment to Equality and Diversity. This includes posters, electronic screens, electronic news features, positive case studies and diverse cross College events e.g. Fresher's Far, Africa Day and LGBT Bolton Pride Awareness to support learners to celebrate together and learn more about cultures and lifestyles that they may not be familiar with.
- The cross College enrichment programme is designed to allow learners from different departments to meet and spend some quality time together and to make friends with other learners they may not usually come into contact with, thus promoting College and community cohesion.



- The Learner Volunteer Group comprises of learners of various ages and backgrounds; departments work together on events and projects and this brings learners together and develops their awareness and understanding of cultural and social differences.

- College Sports Teams and interdepartmental sports competitions actively bring learners from different departments together.



- Enrichment events such as visits to Liverpool's International Slavery Museum help learners to understand issues relating to race and prejudice. This includes a variety of fundraising activities.
- The College's Early Years and Pre-School Centre celebrate many cultural events throughout the year with learners' children through food tasting, music and craft and dressing up activities.
- Inclusive and accessible marketing materials are developed to represent the diverse population of Bolton and the College aims to reach out to all groups.

**“Learners demonstrate good awareness of and respect for each other’s cultural differences. Learners from different cultural backgrounds work together well in lessons.”**

Ofsted Community Learning Nov 2016

**The following articles show a selection of College news features promoting and celebrating cross college EDI activity:**

## Africa Day

Mid-May, Bolton College joined forces with The Smile of Hope to honour Africa in style.

The event, took place in the atrium for College-wide spectators, showcasing Africa's cultures through a vibrant combination of drumming, gospel singing, poetry readings, lively dancing and a colourful fashion show. The College was also joined by pupils from Gilnow Primary School and St Gregory's Primary School, who gave energetic vocal and dancing performances.

Maria Oprea, Chair and Co-Founder of The Smile of Hope, said: "The event was a complete success



this year; we all worked hard and it was worth every minute. We even had guests who had travelled all the way from the south of England to attend! I would like to thank Bolton College for hosting this cultural event, and also the schools, local businesses – particularly Bolton at Home, who always sponsor the event – and our volunteers for their invaluable contributions."

## ESOL Department Activities

In 2015-16 the ESOL (English for Speakers of Other Languages) department was involved in three highly successful initiatives which helped widen opportunities for learners with ESOL needs.

### Talk English:

The department took part in a highly successful project called Talk English which was run in partnership with Manchester City Council. Volunteers were trained up to deliver informal ESOL classes to learners currently on the waiting list for mainstream courses. Over 350 learners participated in courses with over 40 volunteers trained up to deliver classes.



With learners having to typically wait up to two years for mainstream ESOL courses this project was vital in allowing learners to access learning as soon as possible. It also gave volunteers the opportunity to contribute to their communities as well as gaining professional teaching qualifications.

### First prize for making a difference:

The department also won first prize for 'making a difference for social responsibility' from Manchester University as part of their community award scheme. This award was for the work the department did supporting ESOL learners to learn about health issues relating to infectious diseases and their prevention in the UK. As part of this project researchers also interviewed students to find out about disease prevention in their countries of origin which helped inform academics about possible new natural remedies for infectious diseases which could open up further research.





## Participation and empowerment of youth award presented to us by UCLAN

We were also successful in receiving an award from the University of Central Lancashire (UCLAN) for 'participation and empowerment of youth'. This related to a peer youth project which involved young Gypsy/Roma/Traveller learners and helped develop their communication and advocacy skills.

Over 25 learners took part from a range of backgrounds (not only Roma). Participants interviewed students from across the College and they produced a report on how to improve the College environment which was forwarded to the senior management team for consideration.

Participants also attended workshops at UCLAN where they met peers from other parts of the country as well as other European countries.



## The Digital Literacy Project

The project was set up to support hard to reach learners in the community, specifically adults with mental health and progressive dementia conditions. The course was developed in partnership with Bolton Dementia Support Group, Bolton's own local charity which is staffed by professionally trained staff, trained volunteers and present and former carers who all fully understand how dementia affects the person concerned.

The objective of the project is to use the iPads to enable the carers and the people they care for, to experiment and learn how to use digital technology to improve the quality of their lives by:

- Using 'Mindmate' application to manage communication and empower people with dementia
- Using free stimulating mind games
- Taking photographs and creating an online 'memory bank'
- Accessing Skype to increase connectivity with family and friends at home and abroad

There were 29 learners who attended the sessions. These were a mixture of people living with

dementia and their carers. The sessions took place at the Thicketford Centre, Community Day Care and base for Bolton Carers and Bolton Dementia Support where the learners attend fortnightly social meetings.



# Equality and Diversity Calendar

The Equality & Diversity Calendar was a project created for Business, Computing and Catering learners during their English classes. The project encouraged learners to create a calendar that celebrated the diverse culture of all learners. The calendar was designed using symbols and images from different cultures and religions and included key dates for all religious holidays. On completion a print run was arranged with 100 calendars being

produced, to be sold in the College. Business, Computing and Catering learners came together to sell the calendar and due to demand the calendar sold out and more calendars needed to be printed.

Due to the outstanding success of this calendar enough money was raised to sponsor an orphaned baby from Syria – a decision that all learners agreed on as a way to celebrate their achievement.



## Global Citizenship Calendar 2017/18

September 2017	
F 01	
S 02	
S 03	
M 04	
T 05	
W 06	
T 07	
F 08	International Literacy Day
S 09	
S 10	
M 11	
T 12	Eid ul-Adha ☾ / World Maritime Day
W 13	
T 14	
F 15	International Day of Democracy
S 16	
S 17	
M 18	
T 19	
W 20	
T 21	International Day of Peace/ Rosh Hashanah ☾
F 22	
S 23	'Jeans for Genes' Day
S 24	
M 25	
T 26	European Day of Languages
W 27	
T 28	International Right to Know Day
F 29	
S 30	McMillan 'Biggest Coffee Morning' / Yom Kippur ☾

October 2017		Black History Month
S 01	World Architecture Day	
M 02	International Day of Non-Violence / Rosh Hashanah ☾ / World Smile Day	
T 03		
W 04		
T 05	World Teachers' Day	
F 06	UN World Habitat Day / National Poetry Day	
S 07		
S 08	World Sight Day	
M 09		
T 10	World Mental Health Day	
W 11	International Day of the Girl	
T 12	International Youth Day	
F 13		
S 14	International Day for Disaster Reduction	
S 15		
M 16	World Food Day	
T 17	International Day for the Eradication of Poverty	
W 18	Anti-Slavery Day	
T 19	Diwali ☾	
F 20		
S 21	Wear it Pink Day / One World Week	
S 22		
M 23		
T 24	United Nations Day	
W 25		
T 26		
F 27		
S 28		
S 29		
M 30		
T 31	Hallowe'en	

November 2017		Men's Health Awareness Month (November)
W 01	All Saints' Day †	
T 02	All Souls' Day †	
F 03		
S 04	Birthday of Guru Nanak ☾	
S 05	Guy Fawkes / Bonfire Night	
M 06		
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F 10		
S 11	Armistice Day	
S 12	Remembrance Sunday	
M 13		
T 14		
W 15		
T 16	International Day for Tolerance	
F 17		
S 18	BBC Children in Need	
S 19	UN World Toilet Day	
M 20	Interfaith Week begins	
T 21	Universal Children's Day	
W 22		
T 23		
F 24	Martyrdom of Guru Tegh Bahadur ☾	
S 25	National Tree Week begins	
S 26	International Day for the Elimination of Violence to Women	
M 27		
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December 2017	
F 01	World Aids Day
S 02	International Day for the Abolition of Slavery
S 03	Advent begins †
M 04	International Day of Persons with Disabilities
T 05	International Volunteer Day / World Soil Day
W 06	
T 07	
F 08	Bodhi Day ☾
S 09	
S 10	Human Rights Day
M 11	International Mountain Day
T 12	Hanukkah ☾
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F 15	Save the Children Christmas Jumper Day
S 16	
S 17	
M 18	International Migrants Day
T 19	
W 20	International Human Solidarity Day
T 21	Winter Solstice
F 22	
S 23	
S 24	Christmas Eve †
M 25	Christmas Day †
T 26	Boxing Day
W 27	
T 28	
F 29	
S 30	
S 31	New Year's Eve

☾Buddhism †Christianity ☾Hinduism ☾Islam ☾Judaism ☾Sikhism

Visit the [Equality, Diversity & Inclusion page](#) on Moodle for resources, ideas and inspiration

## Global Citizenship Calendar 2016/17

January 2017		International Year of Sustainable Development for Tourism
S 01	New Year's Day	
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February 2017		Black History Month
S 01	Valentine's Day	
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March 2017		Women's History Month
W 01	St David's Day / St David's Day	
T 02	World Water Day	
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## Global Citizenship Calendar 2016/17

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June 2017	
T 01	International Children's Day
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July 2017	
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Visit the [Equality, Diversity & Inclusion page](#) on Moodle for resources, ideas and inspiration

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## Annual Departmental Football Champions

The annual departmental football tournament took place on Wednesday 15th June 2016 at power league Leverhulme Park. This year was the first year the College had entries for all three championships; Male, Female and Panability.

The three group stages took place in the morning with final rounds being played just after lunch, before the knockouts commenced. There were some great competitive games and very good sportsmanship was shown by all learners throughout the day. In the Male quarter finals the match between ESOL 3 and Business 2 had to go to extra time and penalties to decide on the qualifier.

The rain just held off long enough to see the closely fought finals, full results are below but the champions and runners up this year are:

**Panability:**     **Runners up: Pathways 2**  
                         **Winners: Pathways 1**

**Female:**         **Runners up: ESOL 1**  
                         **Winners: Sport & Public Services**

**Male:**            **Runners up: Engineering**  
                         **Winners: Football L2**

Congratulations to all the learners involved for demonstrating cohesion, team work, sportsmanship and upholding the values of Bolton College.



## Domestic Violence Awareness with Ethnic Minority Communities

The Community Regeneration Learning Ambassador team were awarded the delivery of an Innovation Project for Greater Manchester Police.

The aim of the project was to engage with hard to reach minority communities to identify barriers to reporting Domestic Abuse and Violence (DAV) and to raise awareness about reporting and support services. Over a six month period 256 adults were consulted and attended awareness sessions. The

focus group was made up of 46 different ethnic origins and 36 different languages were spoken within the cohort. All participants stated that their awareness had been raised as a result of participating in this project and participants were provided with information regarding seeking help from within the College and other organisations, as a first step to reporting DAV. As a direct result of the consultation process, referrals and support have been put in place for reported incidents of DAV.



# Fostering Good Relations with our Community & Partners

The College excels in establishing a network of partnership working across the public, private and third sector. This extends the reach to widen participation across the borough. Partners include mental health providers; carers; the elderly; drugs and alcohol misuse; refugees and asylum seekers; secure hospital NHS; Bolton at Home Social Housing; Job Centre Plus; Women's Refuge; religious groups; disability support; Greater Manchester Police and Bolton Pride.

The Community Regeneration Learning Ambassador Team delivered an educational consultation project for Bolton Council and

Greater Manchester Police. The aim being to raise awareness in minority communities about Domestic Violence. Aiming to identify barriers to reporting, sign post support and increase reporting. 258 residents participated from age 16 to 60+, 169 females and 89 males, with 46 ethnic origins being disclosed. The end report evaluated that all participants stated that their awareness has been raised as a direct result of participating, felt more confident in reporting and knew where to go for support. Participants from the project went on to report their experience of Domestic Abuse and Violence,

## Case Studies

### Working with Bolton at Home to Widen Participation to Learning

The Community Regeneration Department work in partnership with Bolton at Home to provide access to skills training for local residents. During 2015-16, 297 residents accessed adult and community learning. 100% of the learners reported that the

training was well received and has supported them to develop skills for life and work. 64% of the residents were unemployed, 8% carers and 6% disclosed a disability.



### Award Winner 2016 - Annette Roberts

Contribution to the Community and helping others with recognition for Personal and Social Development in Learning.

Annette is a single parent who has experienced ongoing health problems. When she started College, Annette was suffering from anxiety and depression; however, she has used her own experiences to encourage and support others and help them access educational opportunities to build their confidence. Annette is an inspiration.

# Case Studies



## Award Winner 2016 - Sally Fernandes Prince

Contribution to the Community and helping others with recognition for Personal and Social Development in Learning

Sally grew up in Africa, without any opportunity to go to school and attended classes for the first time when she was 26. Despite starting College without having any formal education, she has achieved great success on the Community Learning Ambassador's course. Sally is an inspirational individual who is keen to help others and promote learning, as well as improve her own prospects.

## Community Learning Ambassadors - Supporting Others to Engage

The Community Regeneration Department runs a nationally recognised Community Learning Ambassadors scheme. The project recruits residents from disadvantaged communities that are returning to learning. The learners participate in a training programme that embraces active citizenship, equality and diversity, personal and community development. The learners then participate as 'ambassadors' in their local neighbourhoods supporting other residents to get back into learning.

In 2015-16, 85% out of 118 Community Learning Ambassadors were from a BME background, 20% were male and 19 languages were spoken across

the group, offering a fantastic volunteer resource to support those who face language barriers.

**“Learners who work voluntarily as Community Learning Ambassadors to encourage other people to join courses have a sound understanding of factors that can contribute to prejudice and discrimination. They recognise that it is important not to make assumptions based on a person's appearance”**

Ofsted Community Learning Nov 2016





# Case Studies

## Michelle Ryder - NLDC Community Learning Award Winner

Michelle attended the group work facilitation programme at the Acorn Recovery project. She grew from strength to strength. Alongside learning herself she constantly helped other members of the group. She showed great character in her own recovery and a real skill in supporting others. Michelle started to volunteer in the community and was an excellent role model to others, this effort and positive attitude led to full-time paid employment.



## Michael Gregory - Nominated by Bolton at Home for a Community Learning Award

Michael has progressed from being stuck in a rut and finding it difficult to enter a classroom, to completing no fewer than four courses, volunteering and gaining a horticultural qualification on the Estate Rangers programme. He is now in full-time employment. Michael's self confidence has increased and he is a great support to the local community.



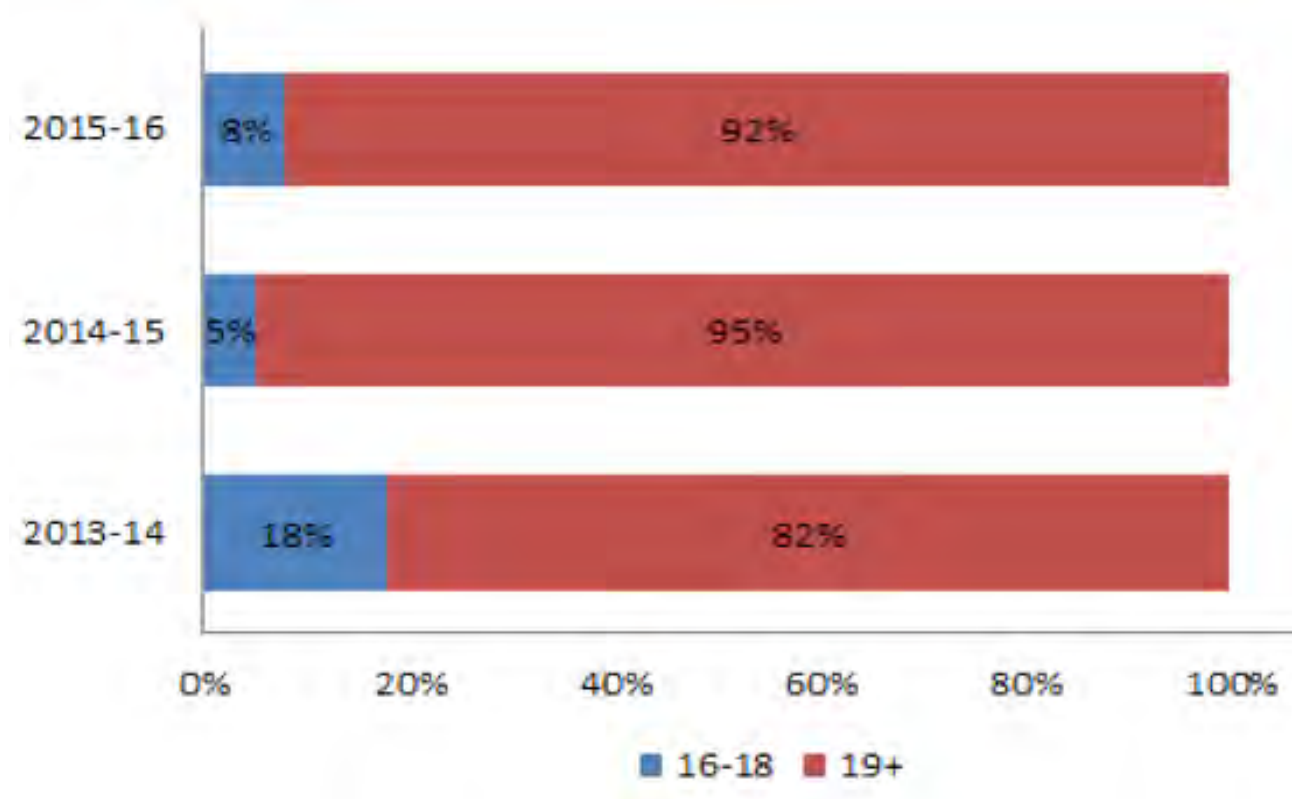


# Complaints

There has been an increase in the number of complaints received in 2015-16 (72) compared to the previous year (60). The complaints system allows for complaints to be dealt with at source, which offers a more individual customer care approach and a speedier process. The source of the complaints is overall reflective of the learner population with no trend that would be a cause

for concern in terms of fairness, i.e. there is not a indicative higher volume of complaints from learners from protected characteristic groups. The report has identified an action for improvement to the complaints process by ensuring that any EDI related complaints are clearly identified as a category.

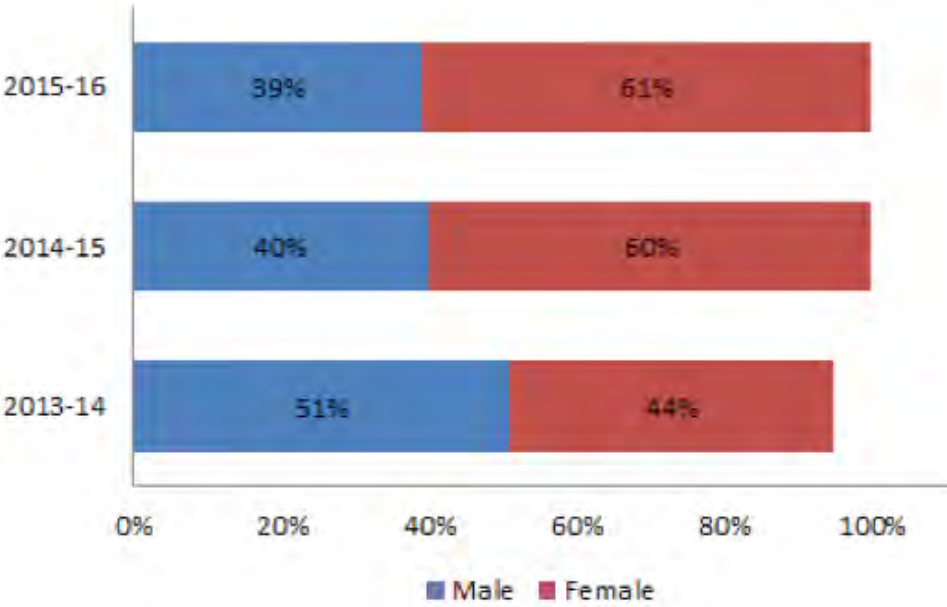
## Complaints by Age Group



The gap between the percentage of young and adult learners who formally complained in 2015-16 has narrowed slightly from 2014-15 by 3%. The large gap between the two groups is in line with

our growing adult learner population and also a result of the work of the Learning and Development Mentors in dealing with concerns from young learners.

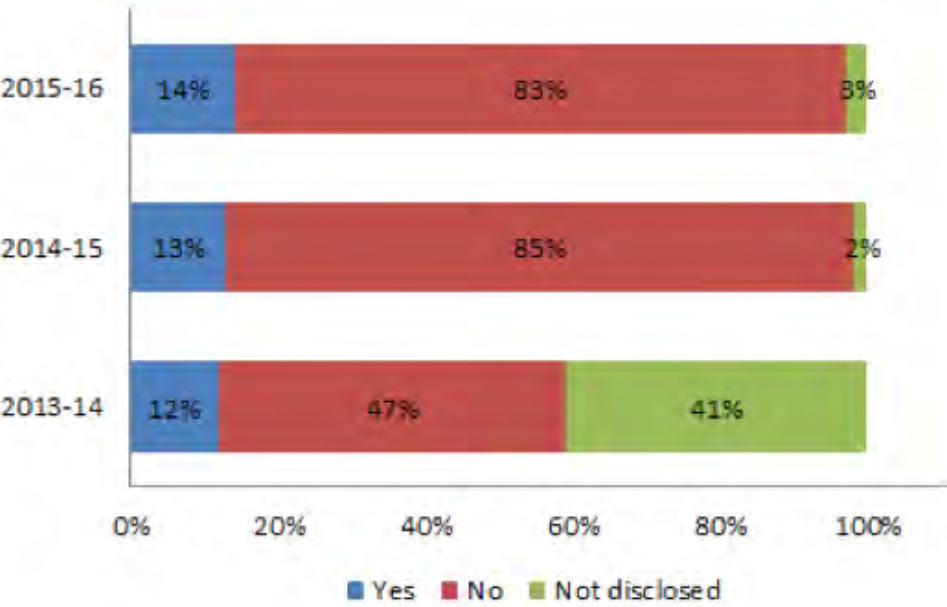
## Complaints by Gender



Over the last 12 months, the gap in the number of complaints from males and females has widened by 13% but this is in line with our learner population (62% female, 38% male).

The percentage of complaints per gender is nearly identical to our gender learner profile.

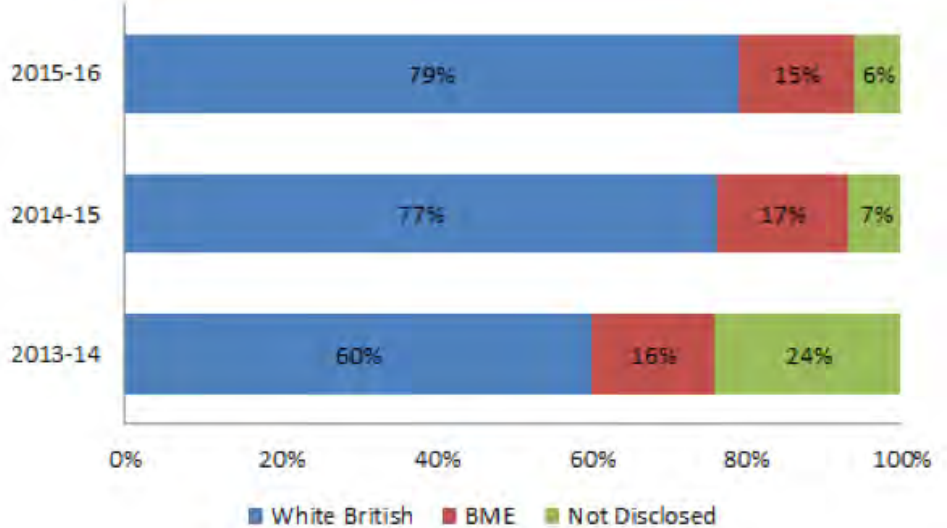
## Complaints by Disclosed Disability



Complaints received from learners with a disclosed disability or difficult have remained nearly identical (12% and 13%) over the last two years.

The College has managed to substantially improve the percentage of learners choosing to disclose from 41% in 2013-14 to 2% in 2014-15.

## Complaints by Ethnic Group



The gap in the percentage of complaints received by BME and non-BME learners has widened from 44% to 60% in the last year.

However, this represents a positive picture, since this is the result of a substantial improvement in the non-disclosure rates on this protected characteristic from 24% in 2013-14 to 7% in 2014-15 in 2014-15.

# Neighbourhood Learning in Deprived Communities

2016

## LEARNING THROUGH

- Mosaic Art
- Scarf Styling
- Innovative Henna Painting
- Jewellery Boxes Decoration

## 'MY SHOP' Enterprise

- Setting up a Stall
- Information, Advice
- Basic health
- Product Development

