



CITY COLLEGE BIRMINGHAM

**EQUALITY SCHEME AND ACTION PLAN 2008
TO 2011**

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Single Equality Scheme

Foreword

This Single Equality Scheme is about our commitment to eliminating discrimination, promoting equal opportunities and developing good relations. It will support our mission statement "Realising Potential, Driving up Success", our Business Plan and our strategic priorities and will ensure that we develop strategies, policies and practices across the college that recognise and respond to the needs of our students, employers, our communities and our staff.

We have already implemented a number of diversity initiatives.

- We have set up a diversity group.
- We monitor equality data relating to staff recruitment and progression, student achievements and success, staff and student complaints and disciplinary processes.
- We continue to improve differentiation in our teaching and learning practices, which have overall improved by 14% observation grades at good or better.
- We monitor and regularly improve the services our students receive to ensure each student has fair and equal access to services and resources.
- We continue to widen our communities participation and access to learning. We are developing the curriculum and work experience opportunities to enhance employability chances for our ethnic minority and disabled students.
- We have identified that particular groups of students are not accessing or participating in education, these are young white and afro-Caribbean males. We have identified a strategy which will support the inclusion of these groups on college programmes.
- We have improved our student success rates overall.

Through the scheme we will continue to build on our successes, develop strategy, policies and practices, and access to services and resources to make a positive difference to our students, to employers we work with, to our communities and to our staff.

Principal

Single Equality Scheme

Introduction

The Single Equality Scheme (SES) is a public commitment of how the college plans to meet the duties placed upon it by equality legislation and through good practice.

The college recognises that in accordance with the Race, the Disability Discrimination Act 2005, and the Equalities Act 2006/the Sex Discrimination Act 1975, we have very specific obligations under "The General Duty to Promote Racial Equality, The General Duty to promote Disability Equality and the General Duty to promote Gender Equality"

As a matter of good practice to accommodate changes to current and future legislation, we decided that we would introduce an equality scheme whereby we are able to identify our priorities and areas for improvement in the wider context of equality and cover all 6 equality strands (Race, Disability, Gender, Sexuality, Age and Religion or Belief). Therefore the college also recognises its responsibilities in accordance with the Equality Sexual Orientation Regulations 2003, the Religion or Belief Regulations 2003 and Age Regulations 2006

Our equality scheme will promote and identify issues of inequality relating to the specific general duty to promote as follows:

Race

We will aim to:

- eliminate discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups

Disability

We will aim to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment

Gender

We will aim to:

- eliminate sex discrimination
- promote equality of opportunity

In addition to the legislative requirements our equality scheme also addresses the following areas of equality:

Sexuality

Age

Religion and belief

Purpose

In particular we will focus on the monitoring process and we will identify issues impacting on all the above aspects of equality and aim to:

- promote equality of opportunity
- promote good relations
- eliminate unlawful discrimination
- eliminate harassment and bullying

The aim of our equality scheme is to enable us to achieve:

- the continuing positive development of policies and practices
- an accessible inclusive learning environment
- satisfaction among our service users
- a representative workforce at all levels

Involvement

Although we have consulted widely on the college's equality scheme, under the Disability Equality Duty (DED) there is a specific duty to involve disabled people in the development of the disability equality scheme (DES). In developing our disability equality scheme we have consulted and involved people with disabilities.

Responsibilities

The Principal is responsible for equal opportunities and the promotion of equality.

The Diversity Group will keep the above aims in mind when identifying issues through the monitoring process. This group will monitor the data provided, identify issues and make recommendations to the Senior Management team.

Senior Management Team is responsible for ensuring appropriate equality action plans are in place, that action is carried out and followed up and that equality of opportunity is promoted.

College managers are responsible for ensuring improvements and action plans are implemented and met, and that they operate fair and consistent management practices in both curriculum management and staff management.

All staff are responsible for the general promotion of equality.

The Corporation will be regularly updated, informed of our practices and included in the monitoring process.

This implementation plan will be updated annually.

Equality Impact Assessments

The use of Equality Impact Assessments (EQIAs) is fundamental to achieving not only legal compliance, but also to ensuring that an evidence base that is directly related to equality informs policy development and implementation.

Equality Impact Assessment is a process that helps the college to check that policies are working fairly and that no groups, defined by race, gender, disability, age, sexual orientation, or religion or belief, are disadvantaged by them. It can therefore support and enhance performance across the College.

The first stage of equality impact assessment is **screening**. The purposes of screening are:

- to establish which policies will be fully impact assessed, based on whether they are equality relevant,
- to decide on the order in which policies will be fully impact assessed (also based on equality relevance), and
- to produce a forward plan that reflects this prioritisation.

Equality relevance relates to the actual or potential effect of the policy on different groups of people, defined by race, gender, disability, age, sexual orientation, or religion or belief. Policies with highest equality relevance should take priority for full equality impact assessment.

Screening is inherently subjective and imprecise. However, if it is to be robust, it should be a process that reflects diversity and draws on the views and experiences of more than one person.

Following full screening the next stage is to undertake a **full impact assessment** and an **action plan** if the policy screened has been identified to progress to the next stage.

It is anticipated that the majority of College policies will be equality relevant to some degree.

Equal opportunities statement

The college actively challenges barriers to equality of opportunity and achievement in education, training and employment. The college will:

- Seek to challenge inequality, prejudice and discrimination.
- Work towards equality of opportunity in education, training and employment for all people.
- Ensure our education and training promotes respect for the cultural, social and linguistic diversity of our communities. Our recognition of these diversities underpins the College's strategic planning, management and learning delivery.
- Treat all students and staff with respect and dignity, and seek to provide a learning environment free from harassment, discrimination and victimisation.
- Not tolerate any form of harassment or discriminatory behaviour against our students and staff, either from other students, employees, or members of the public.
- Promote a range of learning strategies which supports and enables students to succeed in their studies. Learning strategies will build positively on the diversity of experience and knowledge which students bring to the College.
- Create an environment which is accessible, stimulating, encouraging and supportive of working, learning, achieving and succeeding.
- Ensure all students will have their achievements recognised and where relevant accredited.
- Provide or work with others to ensure that the appropriate learning support is available for each student.
- Provide education and training which fosters questioning, enquiry and critical approach to knowledge. We will ensure that students acquire the critical, analytical and evaluative skills which enable them to be proactive in their learning and to work as independent students and responsible citizens.
- Work to create a safe environment for working and studying which is accessible to all.
- Promote actively the College's Equal Opportunities Policy in our contact with external organisations.
- Embrace diversity in all its aspects, and aim to employ a workforce which reflects, at every level, the community and the students it serves.
- Treat all employees with respect and dignity, and seek to provide a working environment free from harassment, discrimination and victimisation. We will not tolerate any form of harassment or discriminatory behaviour against our employees, either from other employees, students, or members of the public.
- Seek to achieve a balanced workforce at all levels, we will ensure that no employee, job applicant or candidate for promotion will be disadvantaged, or treated less favourably because of conditions or requirements that are not related to the job. Reasonable adjustments will be made to arrangements and premises to ensure equal access for people with disabilities.
- Proactively uphold all aspects of legislation relating to equality of opportunity.

Staff Employment and Training Single Equality Action Plan

What	How	Who	When	Progress
Update the recruitment and selection policy/procedures to reflect good practice and legislative changes to reflect all areas of equality. Ensure that managers understand the colleges approach to recruitment and their responsibilities	<p>Review the recruitment policy and procedure.</p> <p>Ensure in particular that the needs of people with disabilities are clearly outlined. Revise the guidance booklet for candidates.</p> <p>Ensure managers and staff involved in the recruitment process are trained and understand the policy.</p>	Director of HR	<p>February 09</p> <p>March/April 2009</p>	Application form reviewed and recruitment procedures have been updated.
<p>Attract a diverse pool of candidates across age, race, gender, disability, sexual orientation, religion or belief.</p> <p>Ensure there is a good spread of ages at all levels within the college</p>	<p>Consider different ways of advertising using a range of various advertising mechanisms. Work with agencies such as the FE Network for Black Professionals, Job Centre Plus including their disability advisors.</p> <p>Liaise with specific disability support agencies, particularly with a view to offering work experience to people with disabilities increasing opportunities to gain experience and be able to apply for posts.</p> <p>Regularly review and update recruitment documentation and practices to ensure there are no barriers to access.</p>	Director of HR	Each recruitment campaign. Monitor the effectiveness after each campaign.	Successful attraction of diverse pool of candidates following January 09 recruitment campaign. Will monitoring during next recruitment Campaign May 2009
Evaluate the experiences of applicants of the college's recruitment process and address issues where appropriate	Set up system to ensure interview candidates complete an evaluation following their interview.	Director of HR	End of February 09	
Collect exit data from leavers by race, gender, disability, age and sexual orientation for monitoring	Improve the current system for collecting exit data.	Director of HR	April 09	

What	How	Who	When	Progress
and action planning purposes.	Monitor profile of staff leavers and reasons for leaving.	Director of HR Diversity Group	Annual HR Report	
Assess the impact of current recruitment, progression and professional development practices on race, gender, disability and age equality	Monitor recruitment, progression and professional development by race, gender, disability and age equality to identify any issues and take action	Director of HR Diversity Group	Annual HR Report Monitor after each recruitment campaign	Report produced for 09
Ensure managers are effectively able to deal with complaints of harassment relating to race, gender, disability, age, sexuality, religion or belief	Provide awareness training. Give one-to-one HR and other support to managers in understanding and being able to foster good practice in the management of race equality issues.	Director of HR	December 08 - April 09 Management development 09/11	A number of managers have undertaken the ILM management programme during 07/08. The programme will recommence September 09. In December 08 managers were trained in managing grievance and disciplinary processes.
Ensure staff are aware of their responsibilities for race, gender, disability, age, sexuality, religion or belief	Through new staff induction programme. Ensure Equal Opportunities Policy is made available and is easily accessible via the Intranet Equality issues to be part of the management development programme Give one-to-one HR and other support to managers in understanding and being able to foster good practice in the management of race, gender, disability, age, sexuality, religion or belief equality issues. This will equip managers to cascade to staff	Director of HR Director of HR Director of HR HR Team	Each new staff induction (normally planned once a term) January 09 June 2009 June 2009 - review progress of support given	Done. Induction programme revised to ensure equality is covered.

What	How	Who	When	Progress
Raise the profile of ethnic minority staff at management levels	<p>Continue with data monitoring and reviewing and improving recruitment strategies.</p> <p>Develop internal staff potential and succession planning - ensure this is part of the wider HR strategy and action plan Offer internal and external management development opportunities including those on offer via CEL (Centre for Excellence in Leadership)</p> <p>Offer mentoring, secondment and work shadow opportunities through the Black Leadership Initiative Develop general work shadowing and secondment opportunities internal and external</p>	<p>Director of HR Diversity Group</p> <p>Director of HR</p> <p>Director of HR</p>	<p>Annual</p> <p>December 2008</p> <p>September 09 - July 10</p>	<p>Report produced for 09</p> <p>HR strategy produced along with a staff development strategy which includes development for BME staff and succession planning. Access given to development offered by CEL. Managers aware of CEL website, membership to the NBP.</p> <p>NBP/BLI calendar of development offered to staff September 09. One manager attended Ofsted Shadowing opportunity.</p>
Improve the ethnicity and gender staffing profile of the Motor Vehicle curriculum area explore opportunities	Explore recruitment through trainee/apprentice teachers and mechanical experts. Use a wider advertising medium including college students, universities, community organisations, local press, local garages and motor companies.	Director of HR	Part of Motor Vehicle Recruitment Campaign 2009 - 2010	
Provide positive support to staff including those who wish to be open about their sexuality	<p>Identify a named person with whom staff can discuss their issues or suggestions in confidence.</p> <p>Explore the possibility of mentoring/buddy process</p>	<p>Director of HR Diversity Group</p> <p>Director of HR</p>	<p>Was done in January 2007 to review December 08</p> <p>September 08 to review September 09</p>	<p>Director of Planning & Information identified and a sexuality group has been set up.</p> <p>Informal arrangement in place need to continue exploring a formal process.</p>

What	How	Who	When	Progress
Consider the collection of data relating to sexuality orientation	Consult with the Diversity Group and the Sexuality Group	Director of HR	March 09	Diversity group consulted and it was decided to collect this information for staff.
Consider the collection of data relating to religion or belief	Consult with the Diversity Group	Director of HR	March 09	The group decided not to collect this information.
Create a culture where staff feel comfortable in declaring disabilities	HR and managers to deal with staff in a supportive and understanding manner. Provide training for managers and the HR team.	Director of HR	December 08	Done
	Undertake a supportive disability audit to allow staff to declare disability and provide support or reasonable adjustments if necessary.	HR Manager	April 09	No progress - timescales changed to December 2009
	Work with Diversity Group	Director of HR	Summer 09 term diversity group meeting	
Ensure that staff have the opportunity to work beyond age retirement	Continue to monitor the Age Retirement Policy and Procedure.	Director of HR	Annual analysis	Completed Policy uploaded and available on intranet
	Ensure managers trained in Age equality.		December 08	
	Make policy available to all staff via intranet			
Ensure a fair pay system is applied for executive staff	Undertake pay review and monitoring with a view to introducing pay banding on the harmonised single pay scale	Director of HR	09-10	
Improve the gender staffing profile of the security team	Explore different recruitment methods including advertising means and agency recruiters.	Director of HR	For next recruitment campaign when there are vacancies in the security establishment	
	Explore the option of apprenticeships in security.	Director of HR	September 2009	

Students - Single Equality Scheme Access to Information and Services

What	How	Who	When	Progress
Continuously improve satisfaction rates amongst all students regardless of race, gender, disability, age, sexuality, religion or belief equality on all aspects of their experience at college	<p>Undertake annual student satisfaction survey and analyse by race, gender, disability and age. Share with the Diversity group. Identify patterns, issues barriers and take action to remove these</p> <p>Undertake bi-annual analysis by race, gender, disability and age of suggestion, concerns and complaints received. Identify patterns, issues barriers and take action to remove these</p>	<p>Vice-Principal (Curriculum Delivery)</p> <p>Head of Student Services</p>	<p>Annually</p> <p>Twice a term</p>	
Monitor the types of students (in terms of race, gender, disability and age) who are involved in disciplinary incidents or who are excluded and prepare an annual report highlighting the breakdown of learners by learner type	<p>Provide clear rules, policies and procedures for student discipline</p> <p>Train Heads of Campus in application of policies and procedures</p> <p>Provide staff development programme in preventative approaches</p> <p>Produce bi-annual monitoring report on student discipline, including data on age - issues identified and targeted action taken if needed</p> <p>Increase work on preventative approaches - CPD for teaching staff</p>	<p>Vice-Principal (Quality and Standards)</p> <p>Heads of Campus</p>	July 2010	This is currently being addressed for 2008/09 and will be fully in place for 2009/10
Continuously improve retention and achievement rates relating to all students types (race, gender, disability and age) and ensure they are within 5% of the national average. Compare these against local and national benchmarks where available.	Monitor retention, achievement and success rates by age through annual reporting of achievement to Corporation	<p>Vice-Principal (Curriculum Delivery)</p> <p>Vice-Principal (Quality and Standards)</p> <p>Heads of Faculty</p>	On-going annual monitoring as part of the MOT and quality systems.	<p>MOT system in place</p> <p>This has been modified to ensure that it is more focused and targeted towards termly reporting systems</p>

What	How	Who	When	Progress
Improve access to work experience, work based learning and employment opportunities for all under-represented student groups	Work with stakeholders and employers to address barriers and provide increased support to faculties for the establishment and monitoring of work experience placements	Vice-Principal (Curriculum Development) Heads of Faculty	Identify needs spring 2009 Implement any staffing changes September 2009	Work Placement Officers are planned to be introduced into each Faculty
Getting a more coherent approach to work we do with hard-to-reach young people - the NEETs group.	Develop a proposal to gain funds from the Working Neighbourhood Fund (WNF)	Vice-Principal (Curriculum Development)	Proposal in place for August 2009 with commencement in September 2009	Bid in the development stages
Address the under-achievement of young white learners	Plan is in place and being introduced into each Faculty	Vice-Principal (Curriculum Delivery)	Monitored at termly intervals. On going throughout the academic year but monitored at termly intervals	An action plan was put in place for white male learners this has now been revised and updated to include all young white learners
Help raise student awareness and participation in matters relating to race, gender, disability, age, sexuality, religion or belief equality	Ensure student participation in national and local events including Adult Learners Week through curriculum based activities. Explore how best to ensure student participation in LGBT history month Consider sexuality poster promotion across the college	Vice-Principal (Curriculum Delivery) Head of Student Services	Continuous/on-going December 2009	
Ensure people with disabilities have access to our buildings	All new builds to include provision for disability access. Involve people with disabilities where appropriate and practical	Vice-Principal (Curriculum Delivery) Head of Discrete Supported Learning	As and when new builds designed. Undertake a review of all buildings for accessibility by December 2009	Fordrough plan implemented and ready for opening in September 2009. Building is open and accessible to people with disabilities
Provide safe, positive social and	Publish and enforce clear rules, policies and	Vice-Principal	Annually	

What	How	Who	When	Progress
learning environments for all groups of students	<p>procedures on acceptable conduct - college code, learning agreement, disciplinary procedures</p> <p>Develop risk assessments</p> <p>Include above in induction programme for all staff - reinforce need for consistent application and response to breaches</p> <p>Development of an anti-bullying policy</p> <p>Produce bi-annual monitoring report on student discipline, including data on disability - issues identified and targeted action taken if needed</p>	<p>(Curriculum Delivery)</p> <p>Head of Student Services</p>	<p>September 2009</p> <p>December 2009 Bi-annually</p> <p>Continuous/on-going December 2009</p>	<p>Continuous</p> <p>Continuous</p>
Improving provision for dyslexia support - making it more consistent effective and measuring its success	<p>Monitor staffing levels</p> <p>Develop monitoring systems</p> <p>Ensure that impact measures are in place</p>	Vice-Principal (Curriculum Delivery)	In place for September 09 Monitoring to be developed by Spring 2010	
<p>Provide positive support to students including those who wish to be open about their sexuality</p> <p>Consider the collection of data relating to sexuality orientation</p>	<p>Through student services and student support services</p> <p>Consultation with and involving the staff Sexuality Group</p> <p>Consult with the Diversity Group</p>	<p>Head of Student Services</p> <p>Director of Information</p>	<p>December 2009</p> <p>March 09</p>	Diversity group consulted and it was decided that with the complexity of student information we would not collect this information.
Finding routes into employment for supported learning students	Develop a progression scheme that uses compact arrangements and establishes agreements with external agencies and stakeholders to offer routes into employment for supported learning students.	<p>Vice-Principal (Curriculum Delivery)</p> <p>Head of Discrete Supported Learning</p>	<p>Task group set up December 08</p> <p>Scheme in place September 09</p>	
Improving the ratio of male students in SFL provision		Vice-Principal (Curriculum Delivery)		
Address the balance of women	Ensure that strategies are in place and	Vice-Principal	Monitor during MOTs	

What	How	Who	When	Progress
students participation in motor vehicle and electrical curriculum	included in the SAR quality improvement plan	(Curriculum Delivery) Heads of Faculty	as part of the monitoring of the SAR quality improvement action plans	
Provide impartial, culturally sensitive, accessible information advice and guidance services, welfare and financial support services to all student groups	<p>Train all staff, including new starters as part of their local induction, delivering information, advice and guidance services in equality issues to externally set standards - IAG Award, Matrix</p> <p>Provide threshold bilingual support to students whose first language is not English to enable them to access IAG services</p> <p>Monitor service usage and survey learner satisfaction with services by ethnicity, age and gender. Identify issues and barriers and take action</p> <p>Monitor staffing levels in relation to bilingual skills and who can provide bilingual support to students whose first language is not English to enable them to access IAG services, welfare services, financial support services and the full range of learner entitlements</p> <p>Translate baseline information on entitlements and services for students in key community languages - college code, learning agreement, college Charter</p>	<p>Vice-Principal (Curriculum Delivery)</p> <p>Head of Student Services</p>	<p>Continuous /on-going Monitor using the student survey and focus groups and take action as appropriate</p> <p>Review in July 2010 Review annually</p>	
Improve participation from disadvantaged and under-represented community groups	Work in partnership with community organisations, and set up new neighbourhood centres: monitor involvement of specific groups within this	<p>Vice-Principal (Curriculum Delivery)</p> <p>Heads of Faculty</p>	<p>On-going Review annually</p> <p>Good range of provision, but some</p>	

What	How	Who	When	Progress
	Secure and use regeneration project funding to support development of neighbourhood learning venues For future, need to concentrate more on the quality of provision with partners		have since closed down September 2009 onwards	
Make appropriate provision for refugees and asylum seekers	Employ and deploy specialist workers to support this group to access learning and services Work on progression routes and vocational elements to complement ESOL courses Develop links with employment for refugees	Vice-Principal (Curriculum Delivery) Head of Faculty for Preparation for Life and Work	Full provision in place by the end of the 2009/10 academic year	Gateway programme developed and introduced Citizenship introduced Refugees now coming through on to vocational programmes.
Improve access to HE for all under represented groups at community centres	Work through Aim higher community project Develop and deliver community based access to HE and level 3 courses Concentrate on providing pathways from community provision into mainstream centres (not cost-effective trying to deliver it all in community venues)	Vice-Principal (Curriculum Delivery) Higher Education Manager	Timescales are included in the Higher Education Strategy	The college is working with Birmingham University to widen access to HE for all under-represented groups and with Cambridge group Teacher Training programme in community partnerships. Level 3 in Aston and Saltley Level 3 work with Moseley & Small Heath Schools. TEN partnership has level 3 clothing
Improve access to work	Identify curriculum areas and employment	Vice-Principal	All full-time students	Work experience

What	How	Who	When	Progress
<p>experience, work based learning and employment opportunities for all under-represented groups</p>	<p>sectors where Black and Minority Ethnic groups are underrepresented and/or are not progressing into employment or WBL.</p> <p>Secure external funding to target and pump prime specific development projects</p> <p>Embed work experience in motor vehicle curriculum.</p> <p>Explore work experience potential in college for ESOL students</p> <p>Projects to increase work-relatedness in Access, TransEd and GCSE will impact on this group</p> <p>Ensure finance academy students progress in to good employment</p>	<p>(Curriculum Development)</p>	<p>to have work experience by the end of the 2009/10 academic year</p> <p>Review during the 2009/10 MOT process</p> <p>In place by the end of the 2009/10 academic year but monitored at termly intervals</p>	<p>opportunities have improved for under-represented groups but this needs further development and plans are in place to recruit a work experience advisor into each academic faculty in 2009/10 with the principal aim of securing work experience for every learner who requires the opportunity.</p>
<p>Help raise student awareness of race, gender, disability, age, sexuality, religion or belief equality,</p>	<p>Provide opportunities for student participation in national and local events including Black History month and celebrating sanctuary through curriculum based activities.</p> <p>Provide opportunities for student participation in the 2007 breaking chains and the year of equality and diversity events through curriculum based activities</p>	<p>Vice-Principal (Curriculum Delivery)</p> <p>Head of Student Services</p> <p>Heads of Faculty</p>	<p>Continuous/on-going</p> <p>Include in tutorial and enrichment sessions and monitor during focus groups and 2009/10 MOTs</p>	

Equality Assessment, consultation and monitoring policies

What	How	Who	When	Progress
Assess equality performance and impact of policies on race, gender, disability, age, sexuality, religion or belief	Produce self-assessment report to include action plan. Report annually to the Corporation. Assess impact from: <ul style="list-style-type: none"> • Business plan and development plan monitoring • Staff and student surveys. • Student success rates • Annual HR report Regular review in Diversity Group	SMT Director of HR Diversity group Corporation	Annual	Annual reports for 07-08 produced
Make students, employers, LSC and other stakeholders aware of how we are meeting our duties under race, disability and gender duties	College annual report available through Internet	SMT	Annual	
Ensure policies and procedures reflect good practice, meet legislative requirements, are regularly reviewed and updated to ensure continuous improvement and promotion of race, gender, disability, age, sexuality, religion or belief equality	Review and update policies and procedures. Introduce and implement impact assessment systems and processes Train Managers in undertaking impact assessments Create a single policy list with impact assessment recording dates.	SMT Diversity Group Corporation Director of HR	Annual January 09 January 09 - July 09 January 09	Cycle of policy review produced by Clerk to Governors Done. System implemented and process started with key policy documents impact assessed in January and February 09 SMT and key cross college managers trained in January 09 Done

Glossary

SMT	Senior Management Team	BME	Black and Minority Ethnic
CMT	College Management Team	WBL	Work Based Learning
IAG	Information, Advice & Guidance	ESOL	English for Speakers of Other Languages
EMSAG	Ethnic Minority Student Achievement Grant	SLA	Service Level Agreement
COMs	Curriculum Operation Managers	HOFs	Heads of Faculty
OMs	Operational Managers	HE	Higher Education
CIPHR	Computers in Personnel Human Resources (personnel information database)	NEET	Not in employment, education or training
LSC	Learning and Skills Council	ASL	Adult Supported Learning
CPD	Continuous Professional Development	CEL	Centre for Excellence in Leadership (now known as LSIS Learning & Skills Development Service)
NBP	Network for Black Professionals	BLI	Black Leadership Initiative
CPD	Continuous Professional Development	MOT	Meeting our Targets
ILM	Institute for Leadership & Management	HR	Human Resources

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