



Equality and Diversity Annual Report 2008/09

***“Realising Potential, Driving up Success”
“Achieving Excellence”***



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Introduction and overview

Equality and Diversity at City College Birmingham is about ensuring equality of opportunity for all who work and study here. It is about developing and maximising individual potential and the unique talent and contribution that each individual makes towards the success of the college. Equality and diversity is not only about complying with legislation but is also about the implementation of good practices and recognising and responding to the needs of our students, employers, our communities and our staff.

Equality and Diversity underpins our mission statement “Realising Potential, Driving up Success”, our values relating to “Achieving Excellence”, our Business Plan and our strategic priorities, and it is embedded in our practices, policies and procedures.

Focusing on continuous quality improvement and continuous improvement to student success and achievement, we must have a pro-active and evidence based approach to equality and diversity.

The aim of this report is to outline the actions City College Birmingham has taken during 2008/09 to positively promote equality and diversity on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

The Diversity Group is responsible for this report and ensuring it is available and accessible to everyone.

Stuart Cutforth
Principal

Key Developments for 2008/09

Diversity Group

Since re-visiting the Diversity Group in 2007/08, the membership has been focused and proactive in their approach to diversity management. The membership have been exploring ways in which to ensure student representation but did not secure student representation for 2008/09. The Head of Student Services has been working closely with the Head of Campuses to encourage student representation and seek best ways of ensuring representation for 2009/10. In the meantime, discussion of equality and diversity matters continues to be encouraged at the student forum meetings to allow students a voice in the development and management of equality and diversity.

Governance

The Governors continue to monitor rigorously student achievement and success data and college performance. The Chair of Corporation also continues to be an active member of the Diversity Group and continues to have a direct input into equality and diversity matters at the College. This positive action demonstrates a real commitment and is a true indication that equality and diversity is at the heart of our Corporation and therefore closely monitored at the highest level.

As Governors completed their term of office in 2007/08, the Search Committee of the Corporation ensured, when replacing Governors in 2008/09, that their search for replacement Governors ensured the Governing Body, where possible, reflects the diversity of our student population.

Monitoring of Data

The Diversity Group, as a standard item on the agenda for every meeting, have been reviewing student success data by the different student groups. The group agreed for 2009/10 to invite the Heads of Faculty to discuss their students' success data by diversity and to share their action plans in addressing any issues or trends. The outcome and success of this action will be reported in the Diversity Report for 2009/10.

In September 2009 we started to collect sexuality data as part of our staff recruitment and selection process. We will be able to report how successful this data collection has been in the 2009/10 Diversity Report.

Also in September 2009 we started to collect and evaluate experiences of job candidates. We will be able to report the outcome of the data collection and how successful this has been.

Management Development

During 2008/09 our managers were trained in managing equalities issues as part of their HR responsibilities. This included training in managing staff sickness absence, disciplinary and grievance matters, staff performance and how to manage the new staff probationary process. Further management development including understanding and managing equal opportunities issues is being planned for 2009/10.

The senior management team and key members of the college management team were trained in undertaking equality impact assessments of college policies. An on-line equality impact assessment recording and reporting tool was purchased with a view to developing this and launching this during 2009/10.

Teaching and Learning Observations

Good or better teaching and learning observation grades at the college have improved overall by 15% for permanent staff but of the 112 agency staff observed only 51% received grades of good or better and the college has been working with the agencies to ensure that CPD is available to agency staff and that they are encouraged to attend. A greater emphasis is now being placed on individualised and personalised learning and a significant amount of CPD has been undertaken on differentiation in the classroom. This is a major factor in ensuring that all learners are allowed to work at their own pace and that individual and diverse needs are catered for.

Widening Participation

The College is committed to widening participation for our local communities, and in the Summer of 2009 a number of changes were made to ensure that local campuses were as closely aligned to the needs of the community as possible. Our women only Academic Studies provision moved to newer, larger premises on Anthony Road in Saltley, and the former Women's Academy opened as our Bordesley Green Campus providing courses for adults with learning difficulties and disabilities and ESOL programmes for men and women. Our new Fordrough Campus in Bordesley Green was opened to students in September 2009. The main body of students at this campus are aged 16-19. A full report on progress and success will be provided in the 2009/10 report.

New campuses opened on Golden Hillock Road and in Ladywood were fully operational in 2008/09, and the first groups of students completed their studies in July 2009.

City Academy Golden Hillock, built in partnership with local community groups, offers female only education for 16-18s and adults studying vocational and ESOL programmes. Recruitment to this academy was very strong with 620 students starting programmes in 2008/09. Students completing in 2008/09 achieved 80% success, just above the College average of 79%. Given the mix of provision on offer, this represents good outcomes for the students studying at the centre.

The North West Skills Academy in Ladywood, a new building operating fully for the first time in 2008/09, recruited a total of 426 students which was below expectations and capacity for the centre. Further marketing and promotion of the centre and a review of the provision on offer are expected to improve this for the future. The curriculum offer at the centre is focussed on entry level and level 1 courses and students are then encouraged to progress to access the specialist facilities at other City College campuses. The success rate for students at this centre in 2008/09 was 71%, significantly below College averages. Specific targets to improve success in 2009/10 will be set for all curriculum teams.

Overall student recruitment patterns show a continued decline in the participation of white students linked to falling student numbers at the East Birmingham Campus. This trend is expected to continue in 2009/10 when the Fordrough Campus opens in a part of Birmingham with a different mix of local residents. From 2010, this trend is expected to stabilise, and the College will be able to assess and action plan for improvements in the participation of this group.

Success Rates

Overall, success rates improved by 8% to 79% in 2008/09, with all ages, genders and ethnic groups showing an improvement over previous years. Young white students continue to be an area of concern, although improvements in success for this group were ahead of College trends. This was cited by OFSTED in November 2007 as an area for improvement and an action plan has been in place since September 2008. In 2008/09 success rates highlighted that the achievement of Black African and Black Caribbean was starting to fall behind that of other groups, and targeted actions within curriculum team quality improvement plans will seek to address this in 2009/10.

We monitor and regularly improve the services our students receive to ensure each student has fair and equal access to services and resources although access to work experience opportunities for all learners remains an area for further development.

Student support and services

The Student Services team offers a wide range of support to students studying at City College. The high standard of that support has been recognised in previous inspections and by the external kite-marks awarded to the college, for eg MATRIX . It has also been evidenced by external audits. Student Services works in partnership with a wide range of external agencies to ensure appropriate support is provided for students eg Looked After Children Education Service (LACES), Brook Advisory Service, Family Planning Service, Teenage Pregnancy Forum, Save

the Children, Holistic Innovative Approaches to Health and Solihull and Birmingham Mental Health Team. Members of the Student Services team represent the College at the Birmingham Safeguarding Children Forums for Birmingham. To support the College in addressing the 5 ECM outcomes members of the team facilitate briefings and inductions for new staff and for governors, and actively support on-going training and development related to addressing the ECM outcomes. Members of the team also provide training in relation to the College Child and Vulnerable Adult Protection policies and procedures and the College Student Involvement Strategy. Student Services arranges for Youthbytes to be displayed on all student PCs. The Head of Student Services writes and updates the College ECM strategy and writes and monitors the implementation of the College ECM action plans.

The 2008/09 self-assessment report for Student Services highlights a number of key strengths in relation to information, advice and guidance support for all our learners. The latest QDP survey conducted in 2009 indicates the strength of the college enrichment programme in supporting all our learners. The sample included students from different ethnic backgrounds, all faculties, course level and centres. The survey showed that we are above benchmark for enrichment compared with General FE, inner city and West Midlands Colleges. The **QDP survey** carried out in 0809 indicated that the college was above benchmark compared to other FE colleges:

- +13 above benchmark for "Aware of enrichment opportunities are available"
- +12 above benchmark for "I take part in the enrichment programme"

The **QDP survey** carried out in 0809 also indicated that the college was above benchmark compared to other FE colleges;

- +7 above benchmark for "Aware of what to do next"
- +12 above benchmark for "I am being helped to decide what to do next"
- +11 above benchmark for "I know that I can get help from Student services"
- +6 above benchmark for "I feel safe at College"

May 2009 Ofsted inspection report (page 9 paragraph 21 and 22) commented that "*Learners benefit from a good range of support services, including finance, welfare and counselling support. Links with external support agencies for those learners requiring more specialist support and guidance are well established and learners speak highly of the help they provide*". It also stated (p10 parag 22) "*Induction is good and effective careers advice and guidance assists most learners to progress to higher and further education, work-based learning or employment*"

In 0809 Student Advisers provided Information, Advice and Guidance to 3.429 students, and potential students at all centres and campuses. This was a 66% increase on 0708. The advisers also visited 7 community partnerships and 4 franchise organizations to provide IAG and front line services in 08/09 and supported 833 students

In 0809 the Student Services team included specialist staff who were able to provide specialist support on issues related to Asylum and refugee, child protection, mental health, higher education, careers, finance, mentoring, enrichment, attendance and punctuality.

Promotion of Equality and Diversity

Introduction

Below is a summary of the activities undertaken in 2008/9 at City College Birmingham to promote equality and diversity in the areas of age, diversity, gender, race, religion belief and sexual orientation, which have been identified in our equality scheme and our equality action plan.

Age

We appointed a number of apprentices across executive support teams in the college which has led to supporting young people gaining valuable work experience and developing their skills in being job ready.

Strong working relationship with BXL (adult guidance), Working links, Work Directions, Sure Start and Connexions. For eg, Connexions Personal Advisers interviewed 202 students and provided 34 group sessions (an increase of 49% on 0708) working with 14 to 19 year olds and Supported Learning Young People groups in 08/09

Records show that 897 enrolled students were supported by the welfare team in 0809. 66% were female and 34% were male. 73% were 19+ and 26% were aged 16-19 and 1% were under 16. 15% disclosed a disability. 37% of students sought help with finance related issues. The three main ethnic group supported by the welfare team were: Pakistani 28%, Black Caribbean 11% and White – British 7%, Support for students was provided at all of the college campuses and partnerships. On average for both age groups **88.5% of students who received welfare support were retained compared with the college average of 87% and 82.5% were successful compared with the college average of 79%**

In 0809 3,071 (40% of the student population) application forms were processed and allocations made to 2,734 (89%) students. The retention rate for students in receipt of a LSF award was 88% compared with the college average of 87%.

The take up of EMA was 873, 86% of full time 16-19s. There was a 91% (3% higher than in 0708) retention rate for students receiving an EMA compared with the college average retention of 87%. Support for other funding streams was equally successful: 148 students benefited from ALG and 95% were retained. The college average retention rate was 87%. This is evidenced by documentation required by the LSC. An external audit report published December 2008 recorded a “substantial assurance” for the administration of student funding.

Disability

The construction of the new Fordrough Campus was completed in 2008/9 and the building was occupied by staff and some students from March 2008. The building has been designed to ensure it is fully accessible by disabled students and staff and specific alterations took place to ensure our supported learning students could be accommodated at the new campus from 1 September 2009.

Much of our Supported Learning provision was moved from the East Campus to the Women's Academy which was refurbished to ensure it was fully accessible and appropriate to the teaching and learning delivery.

Other key developments on the discrete programmes were as follows

A presence in the community

- Two major exhibitions of student work were held during the year (one at East Campus and one at the Custard Factory).
- Creative Writing groups have taken part in ‘Arts All Over the Place’ which is a month long event of workshops and poetry exhibitions in the community organised by the Birmingham and Solihull Mental Health Trust and includes venues such as the Midland Arts Centre (MAC) and the ‘Mailbox’ in the city centre.

Employability

- 34 students worked on progression towards employability with two project-funded job coaches.
- Over 50 students directly participated in enterprise events where they produced, marketed and sold items to the public and eight students from the programme contributed to the "Employability Conference" held at Ffordrugh Campus on May 7th 2009.
- Fifteen students undertook work placements (largely in the retail sector), eleven students undertook tasters in factory assembly work and an additional thirteen students benefitted from one to one work with the job coaches to develop their employability skills.

Meeting the needs of students with higher support needs

- The faculty of Supported learning continued to expand its provision for young people with a range of conditions including ASD, ADHD and complex needs and has continued to provide localised learning (in keeping with LSC guidance) by offering provision at most college sites and offering female only classes.

Mentoring

- The use of mentors to improve attendance, retention, achievement and support students in managing their behaviour became well established. Mentors also took on the role of helping students to prepare for progression to mainstream and have continued to support them this year during the transition period.

Key developments on mainstream provision were as follows:

Initial disclosure procedures

- Support Workers were trained in new initial disclosure procedures in July 09 and these were implemented in September. Support Workers are available during enrolment to provide initial advice and gather basic information. This helps to reduce waiting time and identify potential risk or safeguarding issues where a rapid response is needed from the Enabling Services Team.

Support Plans

- New Support Plan paperwork has been developed in line with recommendations by the QIA consultant. This clarifies sharing of information identifying which information can be broadly shared on a need to know basis and which is subjected to much tighter controls.

Disclosure where no action has been requested

- MIS provided a spreadsheet of all main stream students who had disclosed disability related information. As a pilot we contacted all students in key categories e.g. mental health, to see if they were getting the support they needed. In the majority of cases students were happy but some were unaware of our services.

Links with external agencies and safeguarding

- Two days of training took place on the new CAF system (Common Assessment Framework) which encourages multi-agency working where there are safeguarding issues.
- Support Workers received training on child and adult protection awareness and procedures.

Student Voice

- Our Enabling Services (Disability) Forum was re-established and met twice. Several students from the forum also met with inspectors.

Success rates and disclosure

- Success rates of students with high support needs on mainstream programmes continued to be high and increased to over 80%. There was also a small growth in the numbers receiving higher levels of support with an increase in students disclosing mental health difficulties being the main factor

Gender

We have further developed our women only education and training access and resources by moving the Women's Academy provision to our Saltley Academy. This has given our students improved resources.

The March 2009 OFSTED inspection report highlighted the underachievement of success rates for young white British learners and an action plan to address this area for improvement has been put in place for 2009/10. This will be included in the quality improvement plan for the whole college self-assessment report.

Race

Our black and minority ethnic (BME) staffing reduced by 3% to 37% at the end of July 2008. This has been as a result of an overall reduction in staffing. However, as at the end of January 2010 the % has increased to 39%. We have revisited our recruitment and selection procedures and practices and will continue to ensure we apply fair and inclusive processes.

66% of learners studying at the College are from minority ethnic backgrounds, which is above the Birmingham population of approximately 33%. The largest groups are Pakistani, Indian, Black African, and African-Caribbean. Chinese and White Irish people are under represented with very small numbers of each enrolled in 2008/09.

The college has women only centres at City Academy Saltley and City Academy Golden Hillock as well as at the Bordesley Centre for F&HE in partnership with the Muath Trust. Achievement levels have improved for women only provision based on 2007/08 performance which is an indicator that the centres are proving to be a significant success story for the college.

The profile of students studying at the Technology Campus in Tyseley continues to be male dominant due to the nature of the curriculum offer at the centre, although the mix of ethnic groups at the campus is changing over time with an increase in Pakistani and Black Caribbean students. A strategy is being put in place to attract females into the motor-vehicle and electrical installation provision at the centre.

Religion or belief

We have ensured that we have in our campuses areas designated multifaith room where students and/or staff can reflect and/or pray. Our guidelines have been further developed to ensure that students and staff are able to take time off during term time to enjoy and celebrate their main religious festivals. Specific guidance was developed and given to staff to ensure they understand the implications of Ramadan on our students and staff. By understanding the implications staff and managers were able to ensure they were flexible in their approach to Muslim students and staff.

In 0809 we provided guidance for staff on the wearing of the veil. This guidance acknowledges the importance of acting fairly and reasonably. It recognises the duties placed on the college by the Human Rights Act 1998, anti-discrimination legislation, case law and the college data protection policy. Mosque leaders were also consulted.

Sexuality

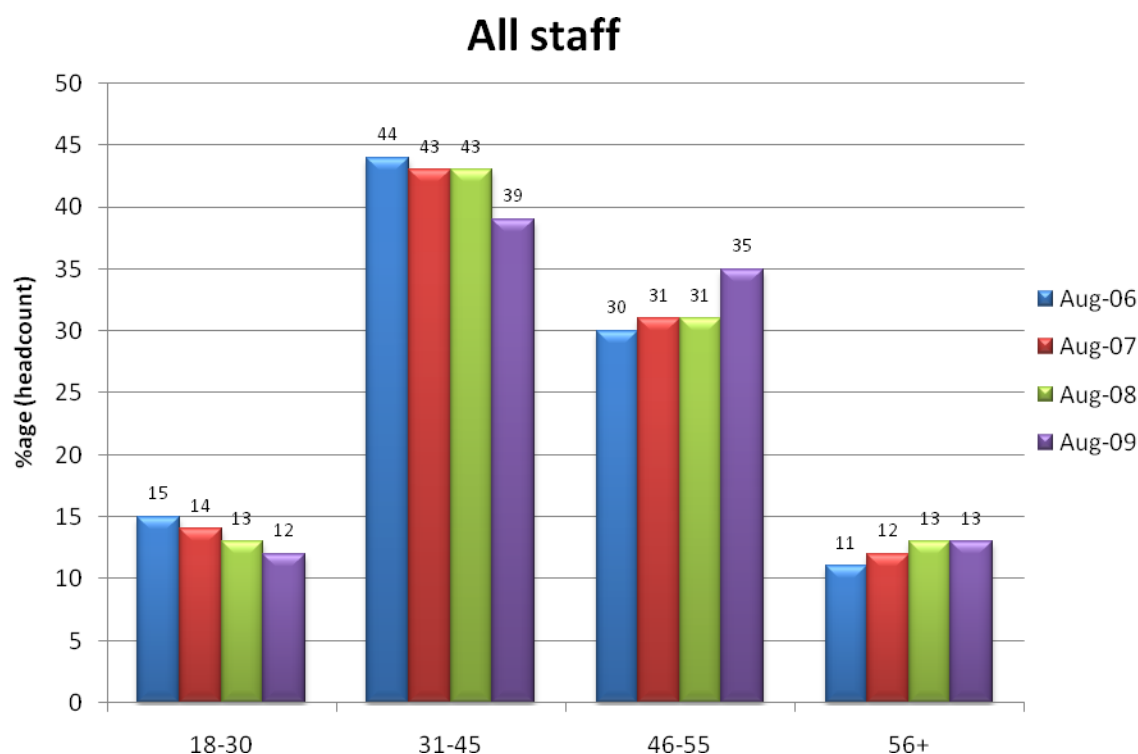
The college's staff recruitment application form was revised to include the collection of sexuality data, although this was not introduced until 1 September 2009. We will be introducing the collection of sexuality data from all staff during 2009/10 and the success and outcome of this will be reported in the 2009/10 Diversity Report. In 2008/09 a number of anti-bullying workshops were delivered to address issues related to gender, race and sexuality. The workshops were designed to tackle discrimination and promote equality.

Equality and Diversity Monitoring

STAFFING

Age

The age profile of staff at the College has not changed significantly over the past 4 years, and remains with the largest group of staff aged between 31-45.



Disability

During 2008/09 the College employed 6.59% of staff who declared they have a disability. This percentage has stayed fairly stable over the past few years whilst the number of staff employed by the college has declined, and compares favourably with the 2007/08 SIR (Staff Individualised Records LLUK FE national statistics) data which shows that the FE sector as a whole employed 2.7% of staff who declared they had a disability. A disability audit is carried out every 2 years and an audit is due to be undertaken during 2009/10. All new starters are asked to complete the audit as part of the new starter process.

Staff category	2005/2006		2006/2007		2007/2008		2008/2009	
	Declared disabled	52	6.9%	54	6.7%	48	7%	35
TOTAL number of new appointments	5	0.67%	3	0.39%	5	0.72%	2	0.37%

Staff turnover

Staff turnover for 2008/09 has again increased from 16.7% in 2007/08 to 19.6% in 2008/9. During 2008/9 the College needed to reduce the number of staff we employed to mirror the decrease in income and therefore went through a programme of redundancies. The majority of the redundancy programme was managed through voluntary severance leading to a high turnover of staff. Appropriate equality impact assessments were undertaken to measure the impact on the different groups of staff within the college and action taken where identified.

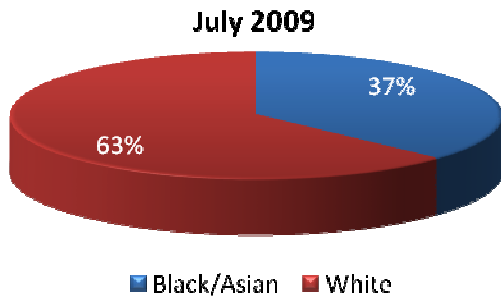
Ethnicity

Overall our staffing has reduced and as a result of a reduction in our staffing due to a reduction in income, this % has reduced by 3% from 2007/8. The % of BME at the end of January 2010 is 39%.

Below is the ethnicity profile based on staffing groups for 2008/09:

Management	25% (remains the same as 2007/08)
Lecturers	31% (4% reduction from 2007/08)
Executive support staff	46% (1% reduction from 2007/08)

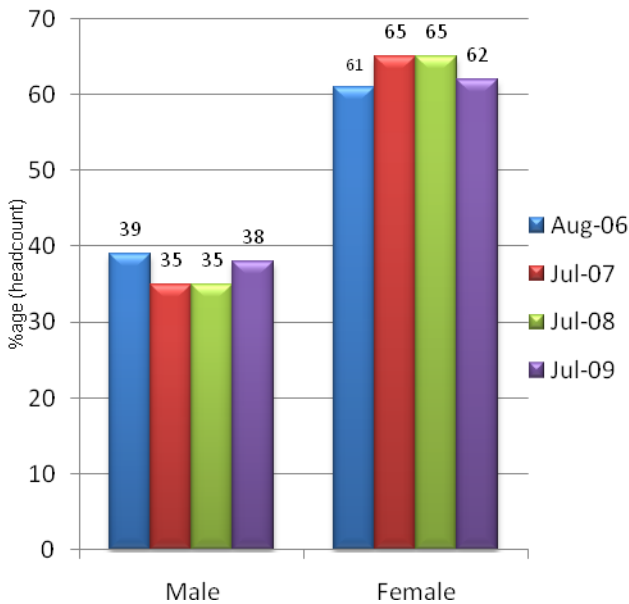
The 2007/8 SIR data shows the sector as whole employed about 20% of BME staff.



Gender

The % of female staff continues to remain higher than males. The College employed 38% of males during 2008/09, an increase of 3% from 2007/08. The 2007/8 SIR data shows that the sector as a whole employed 36% of FE staff who were male.

47% of our students in 2008/9 were male.



STUDENTS

The college enrolled 9,614 learners in 2007/08. Three-quarters were adults and nearly two-thirds of these studied part-time. The college recruits a high proportion of its learners from areas of deprivation, including disadvantaged groups and individuals, such as mental health service users, homeless people and asylum seekers.

Although Apprenticeship numbers have been low for the years up to 2008/09, the College works with a number of other providers and supports in excess of 250 apprentices each year with the knowledge and understanding to support their practical learning.

About 500 learners aged 14 to 16 attend college courses.

53% of learners were female. Three dedicated women only centres provide full time and substantial part time programmes for these learners as well as large numbers who access specialist provision in Hairdressing, Beauty Therapy, Early Years and Health and Social Care.

The proportion of male students has increased from 2007/08 by 3%. Male students are the predominant group studying at the City Technology campus but are underrepresented in some subject areas.

66% of learners are from minority ethnic backgrounds, above the Birmingham population of 33%.

	Students	% of all	By Group
Asian or Asian British - Bangladeshi	374	4.2	Asian / Asian British 37.1%
Asian or Asian British - Indian	562	6.4	
Asian or Asian British - Pakistani	1999	22.6	
Asian or Asian British - any other Asian background	341	3.9	
Black or Black British - African	991	11.2	Black / Black British 20.9
Black or Black British - Caribbean	725	8.2	
Black or Black British - any other Black background	126	1.4	
Mixed - White and Asian	68	0.8	Mixed 4.1%
Mixed - White and Black African	44	0.5	
Mixed - White and Black Caribbean	184	2.1	
Mixed - any other Mixed background	62	0.7	
White - British	2718	30.8	White 33.9%
White - Irish	64	0.7	
White - any other White background	211	2.4	
Chinese	30	0.3	Other & Chinese 3.1%
Any other	248	2.8	
Not known / Not Provided	85	1.0	3.8%

1896 (21%) of students declared a disability compared with 18.4% in 2007-08.