

Equality and Diversity Annual Report 2009/10

***“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.

Our aim is to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

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. Equality and Diversity 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 2009/10 to positively promote and advance Equality and Diversity on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

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

Stuart Cutforth
Principal

Key Developments for 2009/10

New Appointments

The college appointed a new Principal, Vice Principal Curriculum and Quality and a Director of Finance during 2009/10. The new appointments have replaced interim roles and were appointed following fair recruitment and selection processes. A new Head of Student Support has also been appointed to a restructured Student Support Team following a fair internal redeployment recruitment process. The new Principal has overall responsibility for Equality and Diversity and chairs the Equality and Diversity Group.

Equality and Diversity Group

The Equality and Diversity Group have met regularly and as per a timetabled schedule for the academic year 2009/10. Meetings have been very well attended with some student representation. The Group has focused on data analysis and monitoring of student achievement and success and identifying achievement gaps with appropriate action agreed by the group. During 2009/10 the group explored ways of engaging students in joining the Equality and Diversity Group. However, student representation has not been as successful as we would have hoped and we will continue to strengthen this during 2010/11. Discussions and feedback with regard to equality and diversity matters continue to be encouraged at the student forum meetings. Further to the success of the Student Conference held on 12 November 2010 a second conference is under consideration for later in the college year to look at Equality and Diversity.

Governance

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

In their search for new Governors, the Governance Search Committee ensures the Governing Body reflects the equality and diversity of our student population.

Monitoring of Data

The Equality and Diversity Group, as a standard item on the agenda for every meeting, reviews student success and achievement data by the different student groups. Heads of Faculty are invited to meetings to discuss their students' success and achievement data and to share their action plans in addressing any issues or trends. The Monitoring of Targets (MOT) process, at which members of SMT monitor a range of targets with Heads of Faculty and Curriculum Operations Managers, also routinely checks recruitment, retention, success and satisfaction by different groups and monitors action plans to close any gaps. In 2009/10 the focus was on the underachievement of white British males and underrepresentation of females in motor vehicle and males in hair and beauty therapy (HBT) and health and social care (HSC). The achievement gap decreased considerably, particularly with the white British male adults. The smaller number of African Caribbean students are now underachieving and actions are in place in 2010/11 to address this. There has been some progress in recruiting more females to motor vehicle and males to HBT and HSC but numbers are still low and the college is working with schools to encourage younger students to consider careers in non-traditional areas by offering a carousel of programmes at 14-16.

In September 2009 we started to collect sexuality data as part of our staff recruitment and selection process. The collection of data has not been as successful as we would have hoped. About 50% of staff have responded to the request highlighting issues with staff awareness. Much had been done to explain the reasons for data collection. However, through trade union feedback and some staff feedback issues of staff understanding and awareness of sexuality has been raised. During 2010/11 we will start a programme of staff development to raise staff

awareness. We will also need to promote and raise awareness of our students' understanding of sexuality and will need our staff to support this process. This is a very sensitive area and we are likely to require the support of external agencies to help us manage this process. The outcome of this will be reported in 2010/11 report.

In September 2009 we started to collect and evaluate experiences of job candidates. This has been successful and we have received positive feedback from candidates. Action has been taken where possible to improve the recruitment experience.

Student Dress Code and Safeguarding

A student dress code was agreed during 2009/10. This was particularly in relation to females who wear the veil and ensuring safeguarding procedures were adhered to and for teaching and learning purposes, whilst taking due regard of cultural sensitivities. Local Muslim community leaders were consulted along with appropriate staff and students, and a student dress code and guidance for staff prepared.

Staff Development

In partnership with BRAP (Birmingham Race for Action Partnership), a programme of equality and diversity staff development was identified and delivered to managers, the Equality and Diversity Group, Governors and personal tutors. This was about raising awareness of issues relating to equality and diversity and in particular the incoming changes to legislation including the introduction of the Equality Act 2010.

BRAP is a nationally recognised and recommended external organisation that specialises in and has expertise in equality and diversity matters.

Teaching and Learning Observations

The college has again this year made significant improvements to the quality of teaching and learning (with a 24% increase in lessons graded 2 or better from 2007/08 to 2009/10) but is aware of the continued need to make further improvements and is addressing these through individual development plans for teachers and a regular CPD programme run by Advanced Practitioners based on areas for improvement identified in lesson observation reports and appraisals (SPDRs). The continued improvement is a major factor in ensuring the diverse needs of all our students 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.

By the end of July 2010 the college pulled out of the Bordesley Green Campus which mainly offered provision in ESOL and supported learning. There were 2 main reasons for this. This campus is just 10 minute walk from the new Fordrough campus to which much of the provision has been relocated. The college, along with other FE colleges, received cuts to adult funding and therefore reduced provision in ESOL and Adult Supported Learning.

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. Success rates for this group of students in 2009/10 have been disappointing and led to an overall drop in success rates for 16 – 18 students. There are several reasons for this. Because the campus was not completed until the summer of 2009, and recruitment had had to take place at the somewhat dilapidated East site, many school leavers had already chosen to go to competitor colleges and the college recruited largely from a pool of students for whom it was second, third or last minute choice. Recruitment for 2010-11 has been able to take place earlier and the college is confident that the downward trend will be reversed with success rates being at or above average by 2011.

New campuses opened on Golden Hillock Road and in Ladywood the previous year have settled in with mixed success. Golden Hillock Campus, 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 562 students starting programmes in 2009/10. Students completing in 2009/10 achieved 82% success, above the College average of 76% and an improvement on previous years. Given the mix of provision on offer, this represents good outcomes for the students studying at the centre.

There has been a steady demand for construction courses at the Ladywood Campus but attempts to offer a wider curriculum have been met with mixed success despite working with connexions and JCP. The Apple Macs from the Apple Suite were relocated to Fordrough Campus. The Principal chairs the Ladywood Skills partnership board and has been working with the community representatives to explore what the college can do to bring in students from this area of high deprivation where many young people are growing up in households where at least two generations are dependent upon state benefits and for whom there is no history of employment or post-16 education.

The Ladywood Skills Academy, now open for two academic years, recruited a total of 445 students which was below expectations and capacity for the centre, but showing an increase from 2008/09. 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 2009/10 was 69%, significantly below College and national averages. A new mix of curriculum including English for Speakers of other Languages is now on offer at the Campus. 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 to 76% between 2007/08 2009/10, with all ages, genders and ethnic groups showing an improvement over previous years. The college has been aware of the need to address underachievement of White British working class students and has been implementing a strategy to increase success rates for this group. This has resulted in improved performance at Levels 1 and 2 to above College averages, and for Level 3 to National Average (but not to the College average). Further work with this group, as well as with any newly identified groups, will continue in 2010-11 with Black African Caribbean students being a focus for additional support to improve the underperformance of this group.

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 MATRIX kite mark awarded again in April 2010. Student Services works in partnership with a wide range of external agencies to ensure appropriate support is provided for students e.g. Looked After Children Education Service (LACES), the Brook Advisory Service, the Family Planning Service, the Teenage Pregnancy Forum, Save the Children, and Solihull and Birmingham Mental Health Trust. Members of the Student Services team represent the College at the Birmingham Safeguarding Children Forums for Birmingham. To support the College in addressing the five Every Child Matters 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.

In 2009/10 the Student Services team provided extensive Information, Advice and Guidance at all college sites and community partnerships and the team included specialist staff who were able to provide support on issues related to asylum and refugee status, 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 2009/10 at City College Birmingham to promote Equality and Diversity in the areas of age, Equality and Diversity, gender, race, religion belief and sexual orientation, which have been identified in our Single Equality Scheme and our equality action plan.

Redundancy/Voluntary Severance Exercise

As a result of the college's financial position resulting from cuts in funding, the college needed to reduce its expenditure including staffing costs. To manage this we entered into a redundancy process with the opportunity of staff taking voluntary severance before any compulsory redundancies were to be applied. All systems and processes used were fair and consistent in line with college procedures and practices consulted with staff representatives. We also managed to redeploy all teachers who were at risk of redundancy through a fair and structured approach of matching skills to posts available. At the end of the process most staff left the college through voluntary severance with a very small number through compulsory redundancy. An impact assessment was produced in relation to the redundancy process and staff profiles were carefully monitored to ensure no one particular group was affected disproportionately to other groups in the college.

The Handsworth campus nursery (the only nursery remaining within the college) was closed with students not being disadvantaged as other provision was on offer in the local area. Although the Adult Supported Learning and Mental Health provision was under threat of closure, the provision remained on offer for 2010/11 student intake albeit on a reduced basis.

Age

We continued to appoint 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.

We developed our Age Retirement Policy and have offered staff who have reached the default age of retirement as per their contract of employment, the opportunity to request to continue to work beyond the default retirement age. We are aware of the potential changes to Age legislation in particular the default retirement age and will continue to monitor these so we are prepared and meet legislative requirements and ensure good practice when changes are introduced.

During 2009/10, 855 students were supported by the Welfare team. Of these, 67% were female and 33% were male (almost exactly the same proportions as in the previous year). In terms of age, 67% were 19+ and 33% were aged 16-18 which was a significant shift towards the younger age group. 16% of students supported disclosed a disability or learning difficulty. 55% of students sought help with finance related issues – again a significant increase on the previous year. The three main ethnic groups supported by the Welfare team were: Pakistani 30%, Black African 18% and White – British 11%. (Black African replaced Black Caribbean as the second largest group). Support for students was provided at all of the college campuses and partnerships and retention for students receiving support was at the same level as for students not receiving support.

In terms of Learner Support Fund, allocations were made to 2537 students in 2009/10 (83% of the number in the previous year and approximately 30% of students in the eligible age groups and funding streams). The retention rate for students in receipt of LSF was 91% compared with the college average of 90%

In terms of Education Maintenance Allowance, 1124 students aged 16-18 (71% of the total) were in receipt of an award compared to 873 in the previous year. The retention rate for students in receipt of EMA was 91% compared with the college average of 90%. In terms of Adult Learning Grant, 166 students were in receipt, with a 97% retention rate.

Disability

Other key developments on the discrete programmes were as follows:

A presence in the community

- A major Arts Festival was held at Fordrough Campus between 2 and 5 July 2010.
- 123 learners took part in residential programmes in the summer term 2010 (Stratford, mid-Wales and Leominster)

Employability

A total of 79 Learners took place in a range of employability activities as follows:

| | |
|---|----|
| Awareness Raising (e.g. visiting speakers) | 18 |
| Simulated Employment | 45 |
| Workplace Visit | 5 |
| Visit to other Agency (e.g. Forward for Work) | 6 |
| Short Term Placement | 8 |
| Long Term Placement | 4 |
| Long Term Volunteering | 5 |
| TOTAL | 79 |

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.

Mentoring

The use of mentors to support learners most at risk of not completing their course continued to be effective. Twenty nine learners were mentored and twenty four (83%) of these successfully completed.

Key developments on mainstream provision were as follows:

Initial disclosure procedures

New procedures for the initial disclosure of disability related information were implemented in September 2009. Specially trained Support Workers were available for confidential discussions during enrolment. This enabled support plans to be drawn up much quicker in approximately 25 cases.

Support Plans

New Support Plan paperwork was implemented in line with the Quality Improvement Agency (QIA) recommendations. This clarified the 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. Where no referral had been received, we contacted students by letter to check they were aware of our services and therefore the potential to receive support.

Links with external agencies and safeguarding

- Links improved with key agencies such as the Early Intervention Service (Mental Health) enabling us to access further information and improve support to students.
- All Support Workers including agency received training in safeguarding.

Cross College Continuous Professional Development (CPD)

70% of academic staff received training in disability awareness and procedures.

Student Voice

Our Enabling Services (Disability) Forum met in February making several recommendations on improving college for disabled people.

Success rates and disclosure

Success rates of students with high support needs on mainstream programmes increased for the second year running (to 84%). There was also a small growth in the numbers receiving higher levels of support with an increase in students disclosing mental health difficulties, ADHD and Autism.

Mental Health Coordinator

We appointed a Mental Health Coordinator as part of the restructuring of Additional Learning Support (ALS). He took up this post in September 2010.

Gender

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

Recent changes to develop provision at our Fordrough campus to include Early Years Care, A Levels and Administration have ensured that male students can access all of the courses on offer to female students at the College.

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 helped to decrease the gap in 2009/10.

Race

Following the voluntary severance and redundancy exercise we monitored the profile of staff remaining in college and found that our black and minority ethnic (BME) staffing reduced by 1% to 39% at the end of July 2010. We regularly review our recruitment and selection procedures and practices and will continue to ensure we apply fair and inclusive processes to attract and appoint a wide and diverse pool of staff.

69% 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 underrepresented with very small numbers of each enrolled in 2009/10, despite higher representation of these groups in the demographic profile of the City.

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.

During 2009/10 we have revised and monitored our 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 and community leaders were also consulted.

Sexual Orientation

We introduced the collection of sexual orientation data from all staff during 2009/10. We were disappointed in the completion rate as about 50% returned completed data. However, following feedback from staff and staff representative issues have been highlighted in relation to staff awareness of sexual orientation. This is a very sensitive area of equality which will need to be handled with sensitivity and care. We will during 2010/11 explore ways in raising awareness and consider the involvement of external experts and specialist groups in supporting us to do this. We will continue to collect data from all other staff.

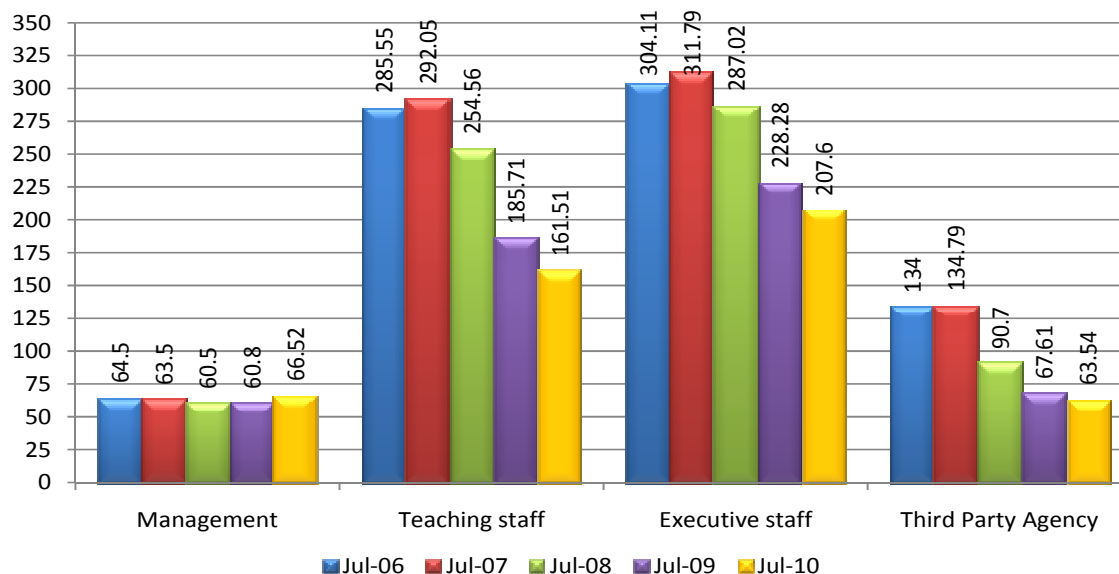
In 2009/10, Student Services continued to provide anti-bullying workshops to address issues related to gender, race and sexual orientation. The workshops were designed to tackle discrimination and promote equality.

At the current time, data is not collected on the religion or belief or sexual orientation of students at the College.

Equality and Diversity Monitoring

STAFFING

All staff



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 2009/10 the College employed 7% of staff who declared they have a disability. This compares favourably with the 2008/09 SIR (Staff Individualised Records LUK FE national statistics)

| Staff category | 2005/2006 | | 2006/2007 | | 2007/2008 | | 2008/2009 | | 2009/10 |
|----------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|---------|
| Declared disabled | 52 | 6.9% | 54 | 6.7% | 48 | 7% | 35 | 6.59% | 34 |
| TOTAL number of new appointments | 5 | 0.67% | 3 | 0.39% | 5 | 0.72% | 2 | 0.37% | 2 |

Staff turnover

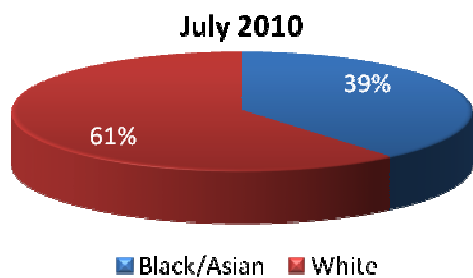
Staff turnover for 2009/10 has remained at 19.6% (same as in 2008/09). This still remains higher than previous years due to the College needing to reduce the number of staff during 2009/10 as a result of reduction in income and a programme of redundancies to manage this. Appropriate equality impact assessments were undertaken to measure the impact on the different groups of staff within the college and action taken where identified.

Ethnicity

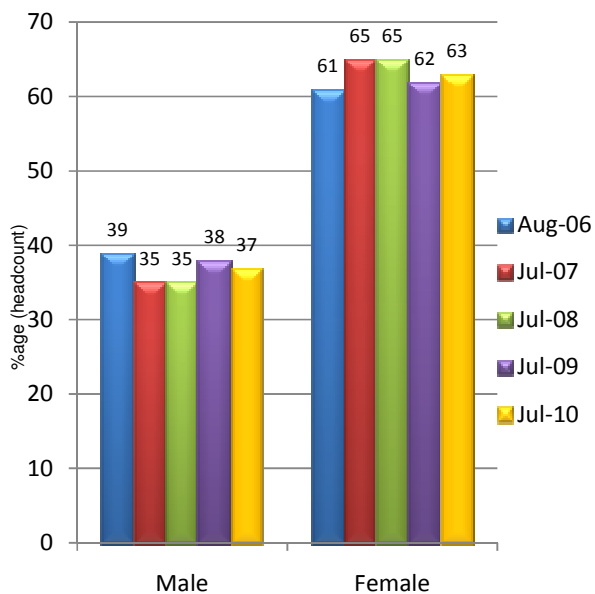
For 2009/10 we employed 39% of staff from BME backgrounds (37% in 2008/9).

Below is the ethnicity profile based on staffing groups for 2009/10:

| | |
|-------------------------|--------------------------------|
| Management | 21% (4% reduction on 2008/09) |
| Lecturers | 35% (4% increase from 2008/09) |
| Executive support staff | 47% (1% increase from 2008/09) |



Gender



Although the gender profile does show a higher percentage of female staff (63%), the profile does vary at team level. The SIR return for 2009/10 shows a very similar breakdown of female and male staff within the sector.

46% of our students in 2008/9 were male.

Sexual Orientation

We were disappointed in the completion rate as about 50% returned completed data. We will continue to collect data from all other staff during 2010/11.

STUDENTS

The college enrolled 9148 students in 2009/10.

In recent years the mix of younger and older students has not changed, and between 2007/08 and 2009/10 the proportion of young people studying at the College has remained constant between 23% to 25%.

About 450 learners aged 14 to 16 attend college courses.

The College recruits a high proportion of its students from areas of Birmingham with high levels of deprivation, and recent changes to deliver locations including the opening of Ladywood Skills Campus have resulted in increases in the numbers of unemployed students as well as large numbers of asylum seekers, homeless people and those with additional social needs.

Although Apprenticeship numbers have been low for the years up to 2009/10, 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. In total, over 600 students studied at the College on work-based apprenticeship or train to gain programmes.

54% of learners were female. Two 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 College has a large provision for English for Speakers of Other Languages, and this is accessed by many more female students than males.

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. Recent changes to develop provision at our Fordrough campus to include Early Years Care, A Levels and Administration have ensured that male students can access all of the courses on offer to female students at the College.

69% of learners are from minority ethnic backgrounds, significantly higher than the Birmingham population of approximately 33%.

| | Students | % of all | By Group |
|---|----------|----------|-----------------------------------|
| Asian or Asian British – Bangladeshi | 454 | 4.9 | Asian / Asian British 40.7% |
| Asian or Asian British – Indian | 549 | 6 | |
| Asian or Asian British – Pakistani | 2265 | 24.7 | |
| Asian or Asian British - any other Asian background | 466 | 5.1 | |
| Black or Black British - African | 1103 | 12.1 | Black / Black British 21.1% |
| Black or Black British - Caribbean | 703 | 7.7 | |
| Black or Black British - any other Black background | 116 | 1.3 | |
| Mixed - White and Asian | 71 | 0.8 | Mixed 4.7% |
| Mixed - White and Black African | 63 | 0.7 | |
| Mixed - White and Black Caribbean | 207 | 2.3 | |
| Mixed - any other Mixed background | 81 | 0.9 | |
| White – British | 2482 | 27.1 | White 30.2% |
| White – Irish | 48 | 0.5 | |
| White - any other White background | 245 | 2.6 | |
| Chinese | 49 | 0.5 | Other & Chinese 2.6% |
| Any other | 194 | 2.1 | |
| Not known / Not Provided | 52 | 0.6 | 0.6% |

The number of students from mixed backgrounds has increased for all groups, as well as increases in the number of Asian Pakistani students and those from black African and black Caribbean backgrounds.

1511 (17%) of students declared a disability compared with 21% in 2008/09. This reduction in both absolute numbers and proportion can be linked to the changes made to provision for adults with learning difficulties and disabilities in line with changes to national funding arrangements.