



Joseph Chamberlain College

**Equality and Diversity Report
2017-18**

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Appendix: Summary of Student Outcomes

Our Core Values

We value diversity and inclusivity and let this underpin all we do, treating people with respect and fairness

We value and recognise everyone's work and the individual contribution they make to the lives of students

We display loyalty to and pride in our College and its students

1. Introduction

1.1 The Annual Equality and Diversity Report reviews our progress over the last year in relation to our Equality Objectives and student outcomes is one of the ways in which we make visible to the Corporation and to the broader community how we are meeting our obligations to recognise diversity and promote equality. The report reflects the work of the College in response to its key objectives as well as reporting key equality data and information.

1.2 Principles

a) Discrimination and harassment, direct or indirect, based on a person's disability is unjust. It is the right of all individuals to expect fair treatment.

b) All members of the College - governor, employee, student or visitor - will be valued equally and treated considerately.

c) The social model of disability will be promoted across the College.

d) The promotion of excellent practice in equality will be central to all aspects of College life: learning, teaching, employment, environment, student services.

e) All students are entitled to an inclusive learning environment and the provision of an accessible curriculum.

f) Staff and students are entitled to dignity and respect in the workplace and learning environment.

g) The commitment and involvement of staff and students is essential to our approach to Equality and Diversity at the College

1.3 Our continual aspiration is to promote equality, social inclusion and regeneration in all that we do. We will achieve this through four key objectives, as stated in our Single Equality Scheme, which are;

- To ensure that the College advances equality of opportunity for all its students and staff and is compliant with its duties under the Equality Act
- To reduce the gender and ethnicity gaps in achievement rates and to encourage all groups of students to make excellent progress
- To develop an inclusive and safe environment for all learners and staff

We also continue to work towards ensuring our staff and student profiles match those in the broader community of the city of Birmingham.

Arising from the College's Inspection in September 2014, Ofsted commented:

The promotion of equality is good. Wheelchair users can access all parts of the building easily and all reasonable adjustments have been made. Teachers plan learning for students with learning difficulties very well.

Leaders and managers have narrowed most achievement gaps through specific and appropriate interventions. They implement rigorously procedures and policies for equality of opportunity, including regular impact assessments. Students celebrate their culture and traditions in cross-college events at which they showcase aspects of their cooking, dance, music and art.

They further commented in November 2017,

There are no significant variations in the achievement of different groups of students based on ethnicity, gender, learning disability or those in receipt of bursary support. This is because teachers encourage equal participation in all learning activities and everyone is challenged to achieve their potential. The small number of students from vulnerable groups, including those who have complex support needs and the few who are children looked after, integrate well into the college and achieve well. All make rapid improvement as a result of the well-planned and coordinated range of extra support that ensures their individual needs are well met.

Leaders and managers, by promoting strongly the college's core values, have created a harmonious and positive culture of mutual respect and fairness in which students are able to express themselves and debate ideas and values in a supportive environment.

1.4 The Equality Officer and Assistant Principal supported by the Equality & Diversity Committee are responsible for implementing, promoting, and embedding Equality and Diversity across the College, and monitoring and evaluating the impact. The Committee is responsible for ensuring that the College actively promotes equality and diversity, tackles bullying and discrimination, and is narrowing achievement gaps and maintaining positive staffing ratios in terms of equality characteristics; the equality objectives ensuring that they are contributing to the development of 'best practice' across the College.

1.5 The committee has cross college representation to ensure continuity in the College approach of giving responsibility of equality and diversity to everyone connected with the organisation. The governing body leads the way in the promotion of equality and diversity and

receives training and information on the statutory legislation and training and development within the college as appropriate.

1.6 Membership 2017-18:

Current Role	Name
Assistant Principal (E&D)	David Blower
College Equality Officer	*****
Inclusive Learning Coordinator	*****
Teaching Staff (Academic)	*****
Teaching Staff (Vocational)	*****
Teaching Staff (Adult Learning)	*****
Student Representative	*****
Student Representative	*****
HR Advisor	*****
Governing Body (Representative)	Thelma Probert

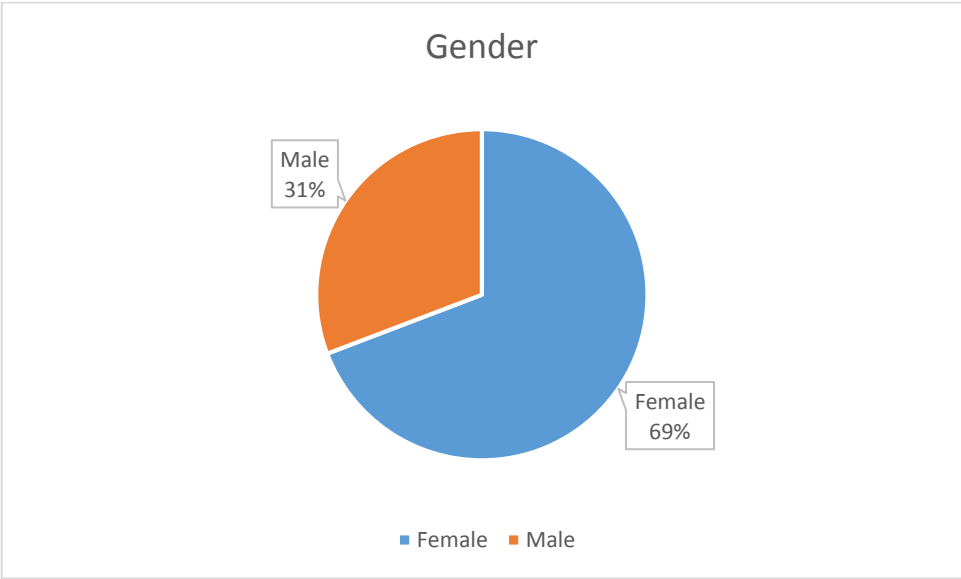
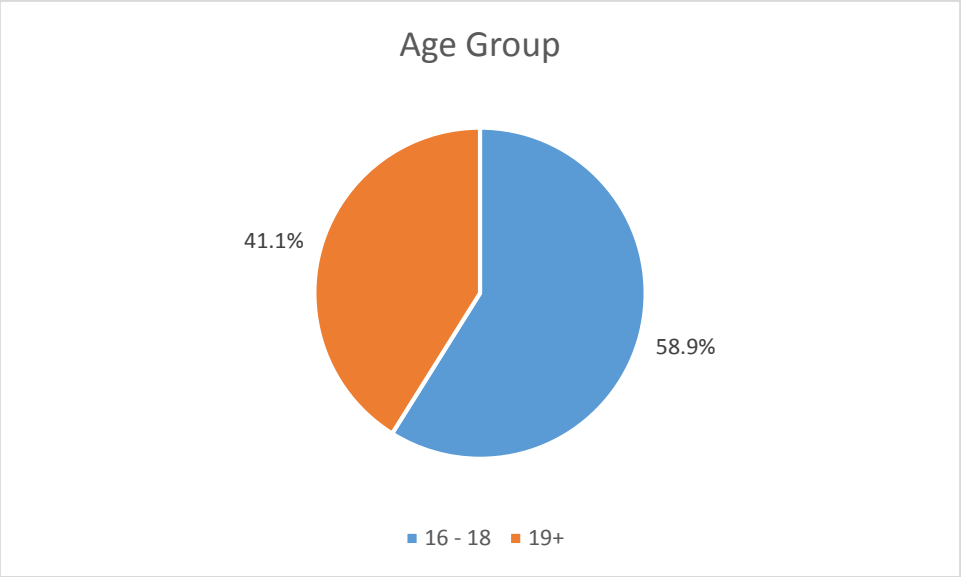
2. Student Equality & Diversity Statistics (2017-18)

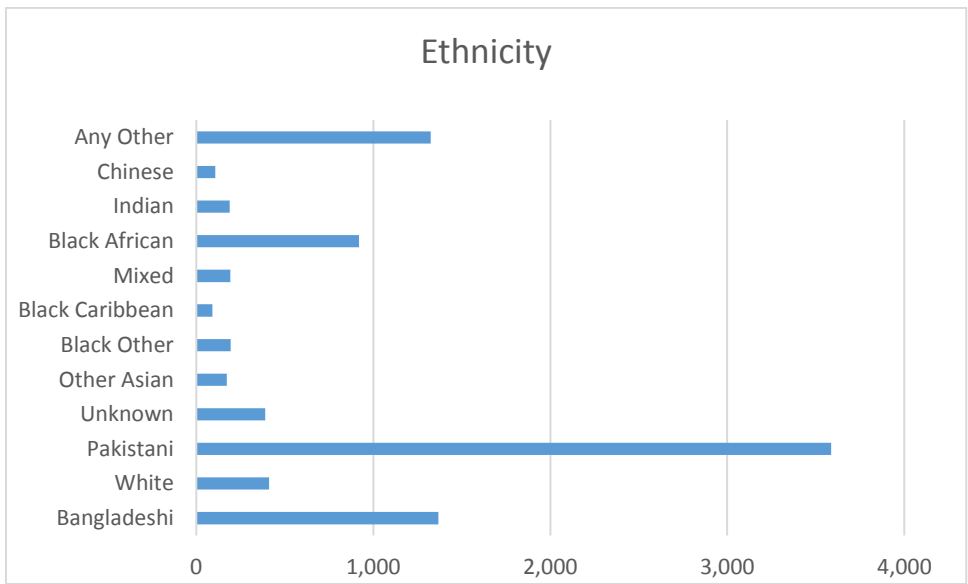
2.1 These figures reflect the diversity of our student population and the monitoring that we undertake. This monitoring is carried out throughout each academic year enabling us to track progression of our students and to take positive action in dealing with inequalities faced by disadvantaged groups.

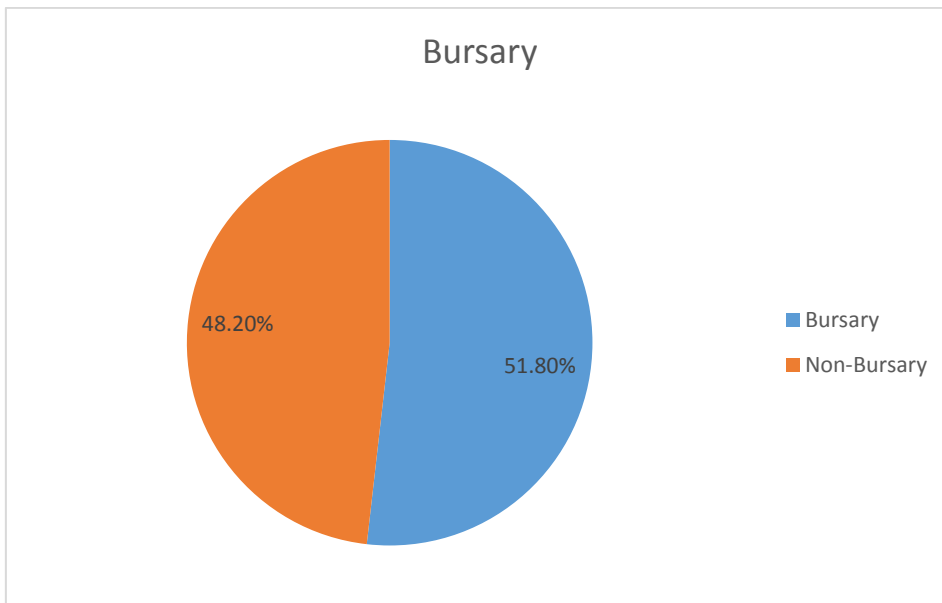
2.2 During the application and enrolment process we collect, store and analyse data confidentially from four of the nine protected characteristics: sex, age, disability, ethnicity. We do not currently collect information regarding gender reassignment; marriage and civil partnership; pregnancy and maternity; religion or belief; and sexual orientation to maintain personal confidentiality for our students.

2.3 There is a significant majority of female students (69%) in the College and the largest ethnic group is Pakistani followed by Bangladesh and Black African.

2.4 A small proportion disclose a Learning Need or Disability; just over half of our students are entitled to financial support either through a Bursary payment, free meals or both.







2.5 Based on an analysis of the College's curriculum performance in 2017/18, the College has identified that there were no significant achievement gaps.

2.6 No achievement gaps exist for identifiable groups by ethnicity and students receiving financial support performed equally as well as those not in receipt of such payments.

Enrichment

Over the year there were many key events recognised. These include:

- Black History Month
- Interfaith Week including a very successful Faith Panel discussion
- Christmas around the world
- Diwali
- Hanukkah
- Holocaust Memorial Day
- Disabilities during Health Awareness Week
- LGBT Pride and we welcomed a visitor who spoke on Islam and Homosexuality
- Refugee week with the involvement of the Rev David Butterworth
- An history event which considered the role of Muslim soldiers in World War 1.
- The College marked the centenary of women's suffrage in the UK with a variety of events

The cross college events were coordinated by various member of the teaching staff, the Equality Officer and a member of the Academic Learning Coaches team.

3. Staff Equality & Diversity Statistics (2017-18)

3.1 Our current staff profile shows that we have a diverse group of employees. Data is obtained as part of the recruitment and selection process. We will consider introducing an Employee Self Check so that staff can amend their personal information to ensure its accuracy. Data is only displayed for age, sex and ethnicity to avoid breaking the confidentiality of staff with regard to other equality characteristics.

Age	Under 25	25-34	35-44	45-54	55-64	Over 65	
Gender						Total	
M	17	32	20	16	13	2	
F	14	38	29	35	18	11	
Total	31	70	49	51	31	13	245

3.2 56.3% (63.8%) of the College staff are female. 41.2% (38%) of the College staff are from BME backgrounds, which is comparable with the proportion across the city of Birmingham and a small increase on last year.

3.3 The higher proportion of female staff is fairly reflected in most work areas in the College except Senior Leadership.

Ethnicity	Total
Asian or British Asian – Bangladeshi	8
Asian or British Asian – Indian	19
Asian or British Asian – Pakistani	29
Asian or British Asian – other Asian	6
Black or British Black – African	1
Black or British Black – Caribbean	13
Black or British Black – other Black	2
Chinese	6
Mixed – White and Asian	3

Mixed – White and Black African	1
Mixed – White and Black Caribbean	4
Mixed – White and other Mixed	1
White – British	125
White – Irish	5
White – other White background	7
Any other ethnic background	3
Prefer not to say	12
Total	245

Workforce Profile	Female	Male	Total
Gender			
Academic	52	29	81
Academic Management	19	15	34
SLT	4	6	10
Support	56	51	107
Support Management	7	6	13
Total	138	107	245

3.4 The report of the Further Education Workforce Data for England (2014-15)¹, provides the latest sector analysis of the diversity profile of the further education and skills sector workforce in England. The main diversity challenges are associated with the under-representation of race, gender and disability at various levels in the workforce continue to remain. Improving data quality by reducing the number of “unknowns” across ethnicity and disability protected characteristics remains an issue to be addressed by FE colleges. In addition there are further challenges associated with monitoring sensitive

¹ Further Education Workforce Data for England – Analysis of the 2014-2015 Staff Individualised Record (SIR) Data, (Education and Training Foundation)

workforce diversity characteristics such as sexual orientation and gender reassignment as mentioned previously.

3.5 The workforce diversity profile for FE Colleges as contained within the above summary report states that female staff continue to dominate numerically across the sector (64%), and that the sector workforce continues to have an older profile with 54 % of the workforce being aged 45 and over, with data in relation to disability (4.7%) continuing to be poor with a persistent level of “unknowns” (15.0%) in the dataset. The FE Sector is dominated numerically by women with, for example 59 % of teaching positions being occupied by female colleagues, their representation in management and leadership roles is above that of male colleagues, with 58.5 % of female colleagues being in management positions.

3.6 The comparative workforce profile data for the College shows a comparable local position with 64% of teaching positions being occupied by female colleagues, and 56% of college management positions being held by female colleagues. The local profile with regard to age is lower than the above statistic with 38% of staff in the over 45 category. Although one would imagine that statistic is lower nationally too after a further four years.

3.7 The ethnic workforce profile of the FE Sector remains predominately White British at 85% of the total workforce. The comparative data for the College's work force profile is that 41% of the College's workforce state their ethnicity as BME. The College ethnic profile of its staff reflects closely the ethnic profile of the city of Birmingham.

4. Key Actions 2017-18

Every year the College reviews and sets targets within the College's Single Equality Scheme action plan to improve the equality of opportunity for our College community. The review for 2016-17 shows that there has been significant progress in the completion and achievement of the key action as recorded below.

Strategic Plan Cross-ref objective	Objective	Action	Deadline	Responsible for Action/ Quality	Review Body and Review Date
Pastoral Support SA3	To seek to eliminate bullying of all types	To mark antibullying week with posters and tutorial events To ensure any bullying incident is properly recorded	November 2017 Ongoing to July 2018	Pastoral Manager	E&D Committee SLT March 2018
Pastoral Support SA3	To monitor the diversity of students who leave early or who are excluded from College during the academic year	Termly report to be produced for SLT with breakdown of these students by ethnicity, LLDD and sex	Termly until July 2018	MIS Manager	SLT March and July 2018
College Wide SA5	To ensure new E&D Student Council reps support implementation of E&D policy	E&D Coordinator to meet and hold training session with student council reps	October 2017	E&D Coordinator	E&D Committee March 2018

College Wide SA1	College to achieve Equalities award in 2017-18	E&D Coordinator and Administration Manager to complete uploading of evidence	November 2017	AP(Equality) E&D Coordinator Administration Manager	E&D Committee Full board and SLT in March 2018
Corporation SA5 Staffing SA5	Restore the percentage of governors from minority ethnic groups to 45%.	Assistant Principal to meet with Corporation and provide appropriate information for Search Committee	December 2018	Search Committee Principal	Full board and SLT in July 2017.
Staffing SA5	Continue to monitor the proportion of BME background recruitment and ensure that job advertisements are open to all. Complete "Equality" report for each management vacancy	Report to be produced annually by the Personnel Manager to the E&D committee with annualised data	July 2018	Personnel Manager	E&D Committee Full board, and SLT in July 2018.
Quality SA1	Continue to ensure achievement gaps are closed for all students in all courses.	All relevant equality actions to be included in Course SARs and SIPs in line with course specific achievement gaps	September 2017	AP (Quality) Director (Quality) Curriculum Leaders	SLT in December 2017.

Teaching & Learning SA2	Course Publicity Materials to support recruitment of minority groups	Prospectus to be reviewed by the Equality team before the final publication	June 2018	Director (Marketing) Equality Coordinator	Full board and SLT in July 2018.
Teaching & Learning SA2	To develop further consistency in delivery of Equality and Diversity within the curriculum particularly within Health and Social Care and Child Care courses at all levels.	Lesson observation summaries of E&D comments to be considered at March E&D Committee meeting	March 2018	AP(Learning) Faculty and Course Leaders /Equality Coordinators	Full board and SLT in July 2018.
Pastoral Support SA3	To ensure staff and students are fully conversant with Equality and Diversity related issues	To provide a cross college celebration of the many cultures contained in the College	March 2018	E&D Coordinator Coordinators of Student Interfaith and Intercultural groups	Full board and SLT in April 2018.
Pastoral Support SA3	To ensure staff and students are fully conversant with Equality and Diversity related issues	To provide training for all staff on transgender inclusivity	February 2018	E&D Coordinator	Full board and SLT and Equality Committee in April 2018.

5. Next Steps

The Equality Objectives are cross college objectives, which have been set to drive forward equality and diversity and to meet public sector duties. These are the key areas for development in 2017-18 and onwards:

- To provide staff professional development in the area of gender equality and transgender inclusion
- To provide a breakdown of student destinations by ethnic group and gender
- Monitor individual subjects where gender differences in achievement have been identified
- Continue to ensure that equality and diversity is embedded consistently throughout the curriculum, including supporting and developing the personal development of our learners so that they can respect others and contribute to wider society and life in Britain.
- Ensure that both staff and learner inductions promote understanding of College policies on equality and that everyone understands their responsibilities for implementing such policies
- To complete the statutory report on staff pay according to gender

Appendix A. Student Outcomes 2017-18

Gender

Overall						
		Provider Full Year			Prov Grp	National
		2015/16	2016/17	2017/18	2015/16	2015/16
Female	Leavers	5,132	6,671	6,060	280,060	1,763,310
	Achievement %	89.7 %	91.8 %	90.1 %	88.6 %	83.6 %
Male	Leavers	2,652	2,913	2,681	221,350	1,599,240
	Achievement %	88.0 %	88.3 %	85.7 %	86.5 %	82.0 %
Total	Leavers	7,784	9,584	8,741		
	Achievement %	89.1 %	90.7 %	88.8 %		

Ethnicity

Overall						
		Provider Full Year			Prov Grp	National
		2015/16	2016/17	2017/18	2015/16	2015/16
Asian	Leavers	4,667	5,600	5,363	69,900	372,070
	Achievement %	89.6 %	91.2 %	89.8 %	88.6 %	84.3 %
Black	Leavers	1,548	1,599	1,166	38,190	285,250
	Achievement %	88.0 %	88.8 %	85.9 %	85.5 %	81.4 %
Mixed	Leavers	159	181	193	22,040	125,140
	Achievement %	83.6 %	82.3 %	76.2 %	84.8 %	79.4 %
Not App/Known	Leavers	187	272	373	4,350	59,400
	Achievement %	86.6 %	90.1 %	87.7 %	83.5 %	82.7 %
Other	Leavers	861	1,474	1,315	8,290	101,580
	Achievement %	89.5 %	91.5 %	88.6 %	85.7 %	83.3 %
White	Leavers	362	458	331	358,660	2,419,130
	Achievement %	90.1 %	93.2 %	91.8 %	88.0 %	82.9 %
Total	Leavers	7,784	9,584	8,741		
	Achievement %	89.1 %	90.7 %	88.8 %		

LLDD

Overall				
Provider Full Year			Prov Grp	National
2015/16	2016/17	2017/18	2015/16	2015/16

Has difficulty/disability/health problem	Leavers	763	1,039	603	91,820	784,190
	Achievement %	86.1 %	87.7 %	85.1 %	85.7 %	80.6 %
No difficulty/disability/health problem	Leavers	7,021	8,545	8,138	364,760	2,440,830
	Achievement %	89.4 %	91.1 %	89.0 %	88.4 %	83.6 %
Total	Leavers	7,784	9,584	8,741		
	Achievement %	89.1 %	90.7 %	88.8 %		