



Joseph Chamberlain College

**Equality and Diversity
Report
2018-19**

Contents

1. Introduction	3
2. Student Equality & Diversity Statistics (2018-19)	5
3. Staff Equality & Diversity	9
4. Gender Pay information.....	11
5. Key Actions 2018-19	12
6. Next Steps.....	13
Appendix Student Outcomes 2018-19	14

1. Introduction

- 1.1 Our Equality, Diversity and Inclusion Policy states: The College believes that high quality education and training is a right for all, and will encourage all students and staff to reach their potential.

The College will continue to implement and assess the impact of its policies, procedures and practices on present and potential students, staff and visitors, to ensure that no equality group is disadvantaged.

This Annual Equality and Diversity Report reviews our progress over the last year in relation to our Equality Objectives and student outcomes. It 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) Victimisation, Harassment or Discrimination (direct or indirect), based on a person's protected characteristic is both illegal and 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) Equality of opportunity will be advanced between people who share a protected characteristic and those who do not.
 - 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 key objectives, as stated in our EDI action plan, 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.

Staff at the college seek to ensure that these objectives are achieved by working together to promote a successful and harmonious college for all. In September 2017 Ofsted commented in their last report:

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.

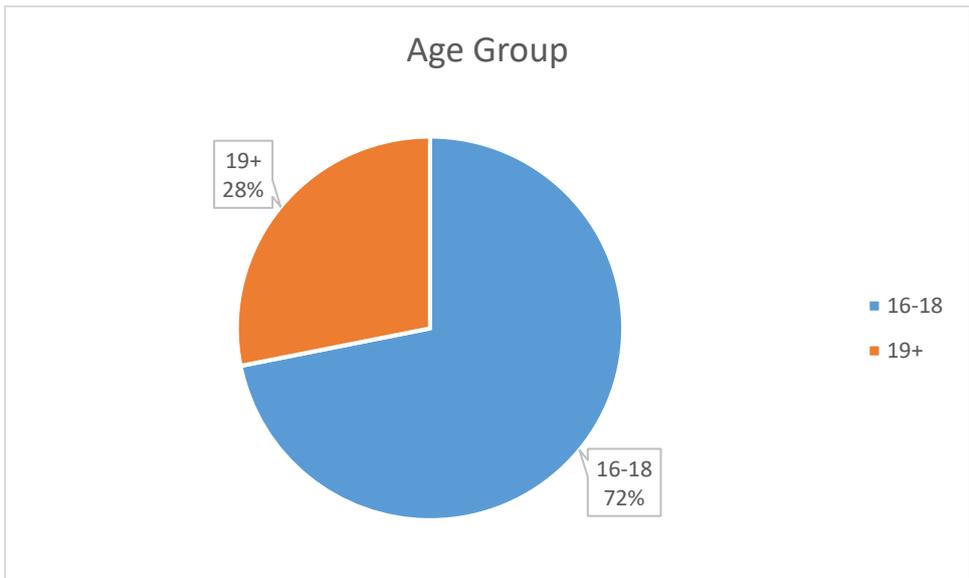
- 1.4 The college senior management team have created several mechanisms to oversee Equality, Diversity and Inclusion. The Equality Diversity and Inclusion Coordinator and Assistant Principal supported by the Equality & Diversity Committee are responsible for implementing, promoting, and embedding Equality 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 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 2018-19:

<i>Current Role</i>
Assistant Principal (E&D)
College EDI Coordinator
Inclusive Learning Coordinator
Teaching Staff (Academic)
Teaching Staff (Vocational)
Teaching Staff (Adult Learning)
Student Representative
Student Representative
HR Advisor
Governing Body (Representative)

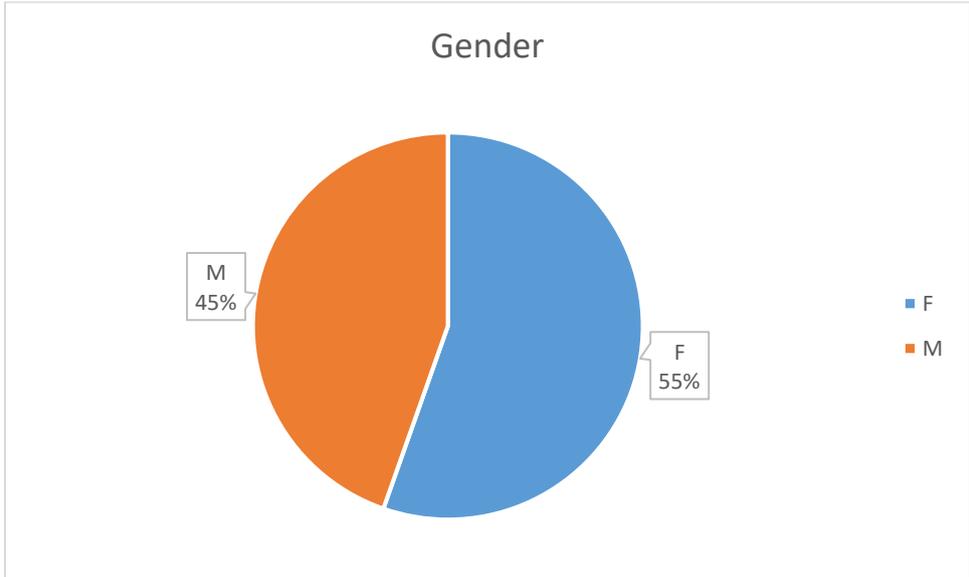
2. Student Equality & Diversity Statistics (2018-19)

- 2.1 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, however this is being reviewed.
- 2.2 The data shown below reflects 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 any inequalities faced by disadvantaged groups.
- 2.3 Joseph Chamberlain College is a sixth form college and as such has a majority of 16-18 students, however it also has a sizable adult learning provision making up more than a quarter of the student population.



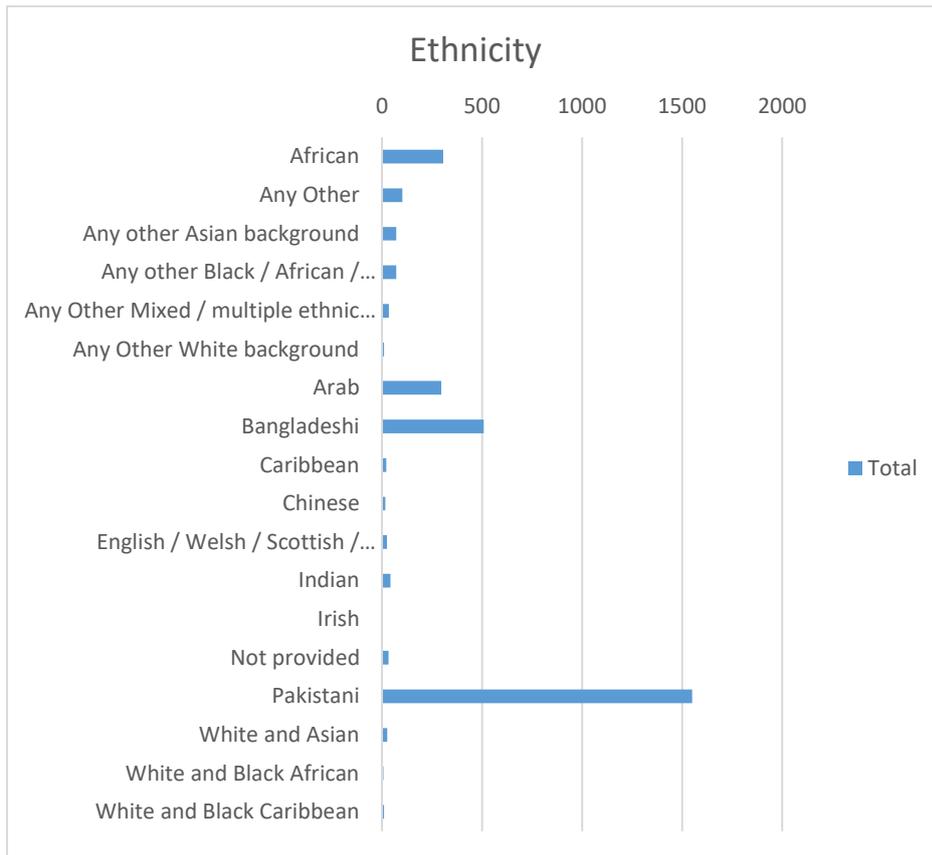
2.4 There is a majority of female students (55%) in the 16-18 part of the college although in the adult learning department the proportion of female students rises considerably to over 90%.

Sixth form students

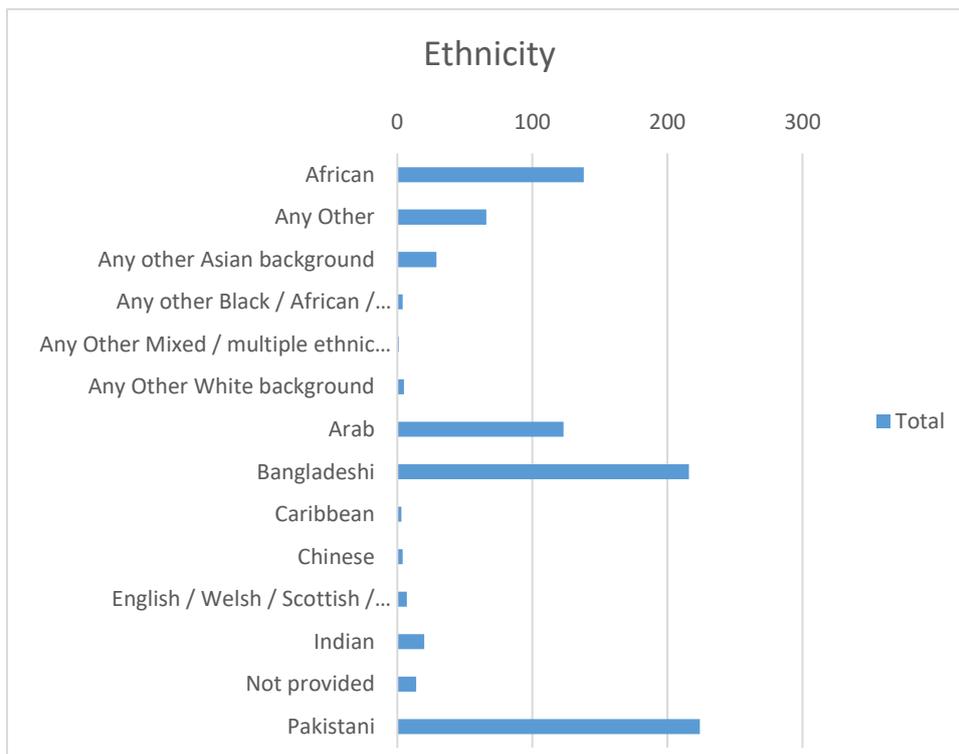


2.5 Most of the students in the main college and in Adult Learning are from a BAME background. For the sixth form students the largest ethnic group by far is Pakistani followed by a much smaller number of Bangladeshi, African and Arab students. In adult learning the ethnic origin of student's is similar with the majority having Pakistani origins, and Bangladeshi being the second largest ethnic group.

Sixth form students

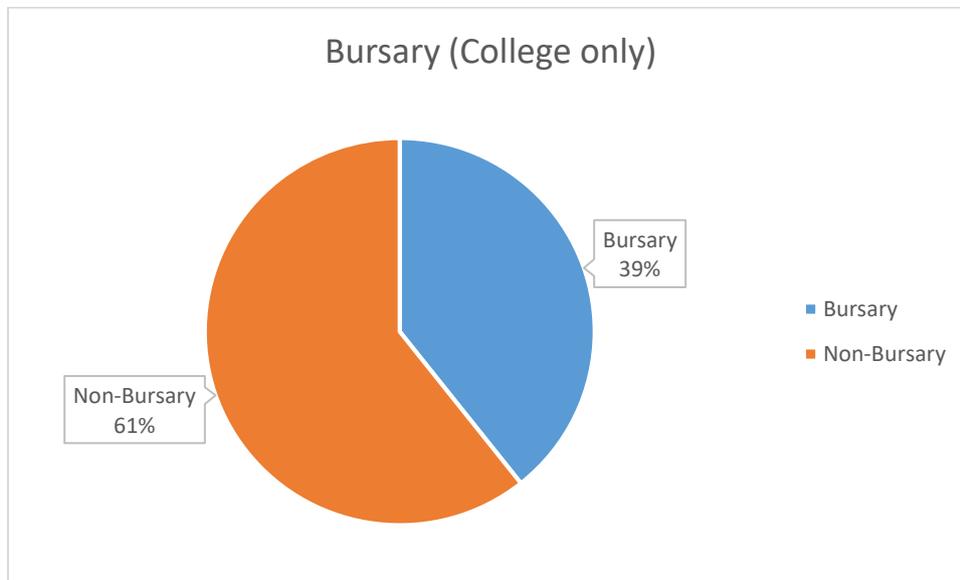


Adult students



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

2018-19



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. The achievement gap for learners recorded as LLDD opened to 4.1% but this appears to be due to an overall small retention issue across all learners at AS Level.

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.

2.7 A small number of subjects demonstrate a small gap in male and female students. AS Sociology for example displays such a gap. This is a gap in retention rates, pass rates are very similar. Individual subjects are followed up by Curriculum Leaders and Directors.

Diversity events

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 work
- Diwali
- Holocaust Memorial Day
- Disabilities during Health Awareness Week

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

3. Staff Equality & Diversity

3.1 The staff profile shows that we have a diverse group of employees. Data is obtained as part of the recruitment and selection process and upon promotion. Data is currently only displayed for age, sex and ethnicity but this will be extended in 2020. Plans are in place to introduce an Employee Self Check system to collect additional Equality information and so that staff can amend their personal information to ensure its accuracy.

3.2 As the chart below demonstrates, there are more female staff (56%). As chart 2 shows the higher proportion of female staff is fairly reflected in most work areas in the College except Senior Leadership, of which only 30% are female.

Gender	Percentage
Male	44.0
Female	56.0

Workforce Profile	Female	Male	Total	Female Percentage	Male Percentage
Gender (rounded up)					
Teachers	53	42	95	0.6	0.4
Teaching Management	23	14	37	0.6	0.4
SLT	3	7	10	0.3	0.7
Support	47	36	83	0.6	0.4
Support Management	9	7	16	0.6	0.4
Total	135	106	241		

3.3 47% of the College staff are from BME backgrounds, which is comparable with the proportion across the city of Birmingham. Unlike the student body,

the largest ethnic group of staff is white British, with the second largest grouping matching the largest ethnic group in the student body- Pakistani.

Ethnicity	Percentage
11 Asian or British Asian – Bangladeshi	3.3
12 Asian or British Asian – Indian	8.3
13 Asian or British Asian – Pakistani	16.6
14 Asian or British Asian – other Asian	3.3
15 Black or British Black – African	0.4
16 Black or British Black – Caribbean	5.8
17 Black or British Black – other Black	0.8
18 Chinese	1.7
19 Mixed – White and Asian	0.4
20 Mixed – White and Black African	0.0
21 Mixed – White and Black Caribbean	0.8
22 Mixed – White and other Mixed	0.8
23 White – British	47.3
24 White – Irish	2.1
25 White – other White background	3.3
Any other ethnic background	2.5
Don't Know	2.5
Total	100

There is still work to be done to attract teachers who reflect the student body as a whole, but progress has been made in recent years.

3.4 The majority of staff are teachers and over half are under 40 years of age, with just over 10% being over 60 almost all being members of the support staff team.

Age	Percentage
20-30	27.8
31-40	25.3
41-50	18.3
51-60	17.8
61-70	10.4
Over 70	0.4
Total	100

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 47% 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.

3.8 The main diversity challenges are associated with the under-representation of race, gender and disability at higher levels in the workforce continue to remain.

4. Gender Pay information

The data in the tables below demonstrates that there are some differences in average pay between men and women paid hourly, with males earning more. However, the proportion of women’s pay at every quartile demonstrate that there is no noticeable difference between male and female pay,

Mean Gender Pay in hourly pay

Females Mean	20.26
Males Mean	21.21
	-4.48

Median Gender Pay in hourly pay

Females Median	19.05
Males Median	20.31
	-6.20

Proportion of females in each pay quartile

Females	
Lower quartile	25.36
Lower middle quartile	25.36
Upper middle quartile	24.63
Upper quartile	24.63

Proportion of males in each pay quartile

Males	
Lower quartile	25.24
Lower middle quartile	25.24
Upper middle quartile	25.24
Upper quartile	24.27

5. Key Actions 2018-19

Every year the College reviews and sets targets within the College's EDI action plan to improve the equality of opportunity for our College community. The review for 2018-19 shows that there has been sustained progress in the completion and achievement of the key action as recorded below.

Specific Actions up to July 2019

Objective	Action	Deadline	Responsible for Action/ Quality	Review and Date	Body Review
monitor the characteristics of students in terms of recruitment, achievement and early leavers	Termly report to be produced for SLT with breakdown of these students by ethnicity, LLDD and sex	Termly until July 2019	MIS Manager EDI committee	SLT March and July 2019	Fully completed-
To ensure all students are aware of EDI actions in college	E&D Coordinator to meet and hold training session with student council reps	October 2018	EDI Co-ordinator	E&D Committee March 2019	Fully completed
Recruitment and promotion data to be analysed to ensure that there is equality of opportunity for staff Monitor the percentage of females in management roles.	Report to be produced annually by the Personnel Manager to the E&D committee with annualised data	July 2019	Personnel Manager AP	E&D Committee Full board, and SLT in July 2018.	Fully completed
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 Lesson observation summaries of E&D comments to be considered at March E&D Committee meeting	Sept 2018	AP Directors	SLT in December 2018.	Completed no gaps noted
Course Publicity Materials to support recruitment of minority groups	Prospectus to be reviewed by the Equality team before the final publication	June 2019	AP (Marketing) Equality Coordinator	Full board and SLT in July 2019.	completed
To ensure staff and students are fully conversant with Equality and Diversity related issues	To provide induction training, information in college and in college publications, produce annual calendar of cross college celebrations of the many cultures contained in the College.	March 2019	E&D Coordinator Coordinators of Student Interfaith and Intercultural groups Learning centre manager	Full board and SLT in April 2019.	ongoing

To ensure staff and students are fully conversant with Equality and Diversity related issues	To provide training for all staff and provide information to students via the website and in tutorials.	February 2019	E&D Coordinator VPs	Full board and SLT and Equality Committee in April 2019. ongoing
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6. 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 2018-19 and onwards:

- Ensure that equality and diversity is seen as important by all staff and students in college.
- Ensure that both staff and learner inductions promote understanding of College policies on equality and that everyone understands their responsibilities for implementing such policies.
- Provide training for staff so that they can support the development of a greater understanding of equality issues in all students.
- To continue to support the personal development of learners in tutorials so that they can respect others and contribute to wider society and life in Britain.
- Promote an appreciation of different cultures by holding a series of cross college events.
- Monitor individual subjects where gender differences in achievement have been identified and take actions to reduce the gap.
- Develop additional services for adult students.
- Devise systems to gather additional equality data

Appendix 1 - Student Outcomes 2018-19

Age

		Overall				
		Provider Full Year			Prov Grp	National
		2016/17	2017/18	2018/19	2017/18	2017/18
16-18	Leavers	5,143	5,270	5,473	248,360	1,521,060
	Achievement %	89.5 %	89.0 %	88.3 %	84.1 %	82.1 %
19 +	Leavers	4,443	3,677	3,440	16,290	1,570,270
	Achievement %	92.1 %	93.0 %	92.6 %	86.9 %	88.3 %
Total	Leavers	9,586	8,947	8,913		
	Achievement %	90.7 %	90.6 %	90.0 %		

Gender

		Overall				
		Provider Full Year			Prov Grp	National
		2016/17	2017/18	2018/19	2017/18	2017/18
Female	Leavers	6,672	6,192	6,334	147,290	1,601,240
	Achievement %	91.8 %	91.9 %	90.9 %	84.4 %	85.4 %
Male	Leavers	2,914	2,755	2,579	117,360	1,490,090
	Achievement %	88.2 %	87.8 %	87.7 %	84.1 %	85.0 %
Total	Leavers	9,586	8,947	8,913		
	Achievement %	90.7 %	90.6 %	90.0 %		

Ethnicity Group (QAR)

		Overall				
		Provider Full Year			Prov Grp	National
		2016/17	2017/18	2018/19	2017/18	2017/18
Asian	Leavers	5,601	5,423	5,873	40,640	379,130
	Achievement %	91.2 %	91.2 %	90.0 %	87.6 %	86.7 %
Black	Leavers	1,599	1,205	1,246	24,990	282,960
	Achievement %	88.8 %	88.9 %	89.4 %	84.8 %	84.6 %
Mixed	Leavers	181	193	185	12,740	120,260
	Achievement %	82.3 %	76.2 %	80.5 %	81.3 %	82.2 %
Not App/Known	Leavers	272	389	134	3,330	48,390
	Achievement %	90.1 %	90.2 %	86.6 %	80.7 %	83.1 %
Other	Leavers	1,475	1,325	1,398	6,110	121,150
	Achievement %	91.5 %	92.8 %	91.9 %	86.4 %	86.1 %
White	Leavers	458	412	77	176,850	2,139,440
	Achievement %	93.2 %	88.8 %	92.2 %	83.6 %	85.2 %
Total	Leavers	9,586	8,947	8,913		
	Achievement %	90.7 %	90.6 %	90.0 %		

Difficulty Or Disability

		Overall				
		Provider Full Year			Prov Grp	National
		2016/17	2017/18	2018/19	2017/18	2017/18
Has difficulty/disability/health problem	Leavers	1,040	620	824	54,720	738,830
	Achievement %	87.6 %	84.7 %	86.8 %	83.2 %	83.3 %
No difficulty/disability/health problem	Leavers	8,546	8,327	8,089	189,550	2,260,790
	Achievement %	91.1 %	91.1 %	90.3 %	85.0 %	85.9 %
Total	Leavers	9,586	8,947	8,913		
	Achievement %	90.7 %	90.6 %	90.0 %		