

**Committee: Executive/Academic Standards and Quality Committee**

**Report: Equality Report**

**From: Adrian Morris/Barbara Hughes**

**Date: 6 June 2016**

1. **Executive Summary**

This report outlines progress on reducing achievement gaps and meeting equality targets in 14/15 using performance data which were published on 18 May.

The College is required to publish:

* Equality objectives, at least every four years
* Information to demonstrate compliance with the equality duty, at least annually.

The college has made good progress in two objectives and satisfactory in the remaining two objectives.

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| Objective | Progress |
| 1. Reduce achievement gaps by 5% between specific ethnic groups and the college average    1. Pakistani learners 16-18    2. Bangladeshi learners 19+    3. Chinese learners 16-18 | Satisfactory progress  Over the past three years achievement gaps have improved for:   * Pakistani 16-18 year olds (2,376 learners) by 2.7% and are above the achievement rate for all 16-18 year olds (75.1%) by 1.2% * Bangladeshi 19+ (427 learners) by 11.9% and are just below the achievement rate of all 19 year olds (85.7%) by -0.7% * Chinese 16-18 (55 learners) by 23.6% and well above the achievement rate for all 16-18 year olds (75.1%) by 17.6% |
| 1. Continue to support teaching staff to promote equality and diversity to meet the needs of all learners. Develop teaching, learning and assessment support materials and activities that will continue to raise awareness of equality and diversity and to create a culture that fosters respect and promotes social cohesion across the diverse student and staff population. | Good progress  Curriculum departments include E&D in lessons and assignments. They have a range of materials which are shared at team meetings to promote equality.  The LRC has been particularly active in displaying examples of equality and diversity for students as part of an annual schedule of displays. |
| 1. Evaluate the impact of Equality and Diversity promotion, management and delivery through the analysis of qualitative and quantitative data, collected from students, staff and stakeholders. | Good progress  Student feedback data is analysed by the core equality strands of age, gender, ethnicity and disability. Participation and achievement of students is examined by the same strands for self-assessment reports. Staff maintain equality data as part of HR personnel records on Cintra. The staff survey was analysed by staffing groups.  Complaints have more recently been analysed by equality issues.  Stakeholders such as employers are not yet analysed by the equality strands but account is taken of post code and size of company. |
| 1. Ensure that College staff and Governors are trained in equality and diversity and are aware of the College’s Equality and Diversity Policy and Action Plan. A minimum of 90% of staff should complete/update their training this year. | Satisfactory progress  89% of staff completed mandatory training on equality (record from 2015 system) with some staff repeating training in the year as we moved to a new online system Skill Gate. From September 2016 all staff will be asked to complete the new online training. |

The steering group which is chaired by a Head of College and includes Governor Jenni Ord has met three times in the last year and has continued to challenge the impact of interventions to find more effective ways of achieving our objectives. The group has examined participation and achievement rates by age, gender, ethnicity and disability.

Student focus groups and two student Governors have increased feedback from students about how we can best meet their multicultural needs. The most recent annual student satisfaction survey (February 2016) has shown a 5% increase to 83% in student satisfaction on the previous year with an improved response rate response rate of 75% full time and 56% for all students. 86% of students feel their teachers treat them equally and with respect and 82% have not experienced any bullying, which mirrors the national average.

At the Birmingham city centre campus we have increased space for quiet reflection and provided washing facilities for Muslim men and women at prayer times. Matthew Boulton campus has the highest volumes of learners from black and minority ethnic groups at 71%. The most recent cultural summit at the college led to positive feedback from local faith and community groups about our approach to cultural diversity.

Respect and understanding between staff and students are an established expectation reinforced through induction, the tutorial process and a variety of subject specific activities across the College. The positive culture is helped enormously by effective welfare and security staff, local safe guarders, personal tutors and mentors.

Staffing levels are monitored and summarised by HR in November and February of each year. Longer term data trends on staff are needed to examine any shortfalls in succession planning or to consider how the staff reflect the student population particularly in gender and ethnicity, at both teaching, support and management levels.

The college is committed to pursuing the Think, Act, Report initiative. In brief the initiative suggests that organisations;

• Think about gender equality in their workforces, on issues such as recruitment, retention, promotion and pay – collecting and considering relevant data from across the company;

• Act where a need to do so is identified; and

• Report their progress – publishing information about how they are doing, and sharing best practice and case studies that other companies can learn from.

• HR team has taken an initial focus on gender with a view to establishing a successful and meaningful route forward before extending the approach to other protected characteristics.

The college has an action plan for equality and diversity which has been updated to reflect progress in 14/15. The equality objectives remain the same as for the previous year.

1. **Recommendations**

* That the committee note the report

1. **Business Case/Educational Case Summary**

The report will be used to inform the priority improvements in equality and diversity in each of the curriculum departments which are monitored through the termly review boards and the equality and diversity steering group.

1. **Key Risks and Mitigations**

The key risk is that the college does not use equality analysis to make improvements and reduce achievement gaps achieve our equality objectives. To mitigate all departments are required to examine impact on achievement and satisfaction by the core equality strands, at termly review boards and in the annual self-assessment report, which is monitored by Heads of Faculty and the Quality team.

For additional information in advance of the meeting please contact:

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Appendix 1 Equality & Diversity Report June 2016

As a general further education college we understand the importance of managing multicultural diversity from enrolment to achievement for learners and recruitment to exit for staff. We actively meet the statutory equality duty by:

* Eliminating unlawful discrimination, harassment and victimisation
* Advancing equality of opportunity between different groups
* Fostering good relations between different groups

The College is required to publish:

* Equality objectives, at least every four years
* Information to demonstrate compliance with the equality duty, at least annually.

Many of our learners are from the most deprived areas in the West Midlands with 52% of all learners in the highest band of deprivation and unemployment. Around a half of learners are from minority ethnic groups. We have a variety of policy, procedures and evidence to promote and manage diversity including:

* Open and fair recruitment – anonymised application equality data
* College induction which sets out our values and expectations
* Performance appraisal which is moderated and checked
* Annual staff survey
* An Equality and diversity steering group made up of a wide range of staff who propose and monitor policy and practice
* 4 key objectives approved by Governors as part of the college business plan
* A linked Governor who leads on equality and diversity and challenges at strategic governance level
* Termly Review Boards which examine achievements by equality protected characteristics and demonstrate systematic quality assurance
* A cultural summit (2014) at the Birmingham site in partnership with local communities and a variety of faith and cultural groups
* Publishing teaching materials and case studies of effective impact of equality and diversity
* Feedback (including complaints) from students and staff analysed by equality characteristics
* Observations and learning walks of teaching and learning which evaluate how equality and diversity is delivered
* Local and cross college self-assessment reports and quality improvement plans which include equality and diversity measures and impact

The college has made good progress in two objectives and satisfactory in two objectives.

Over the past three years achievement gaps have reduced particularly for:

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* Pakistani 16-18 year olds (2,376 learners) by 2.7% and are above the achievement rate for all 16-18 year olds (75.1%) by 1.2%
* Bangladeshi 19+ (427 learners) by 11.9% and are just below the achievement rate of all 19 year olds (85.7%) by -0.7%
* Chinese 16-18 (55 learners) by 23.6% and well above the achievement rate for all 16-18 year olds (75.1%) by 17.6%

BMet’s last inspection report (May 2015) highlighted that ‘*the celebration of equality and diversity is clearly evident in the good student behaviour and harmonious relationships’*.

The steering group chaired by a Head of College and including Jenni Ord Governor has met three times in the last year and has continued to challenge the impact of interventions to find more effective ways of achieving our objectives.

Student focus groups and two student Governors have increased feedback from students about how we can best meet their multicultural needs. The most recent annual student satisfaction survey (February 2016) has shown a 5% increase to 83% in student satisfaction on the previous year with an improved response rate response rate of 75% full time and 56% for all students. 86% of students feel their teachers treat them equally and with respect and 82% have not experienced any bullying, which mirrors the national average.

At the Birmingham city centre campus we have increased space for quiet reflection and provided washing facilities for Muslim men and women at prayer times. Matthew Boulton campus has the highest volumes of learners of the four main sites with 71% from black and minority ethnic groups. The most recent cultural summit at the college led to positive feedback from local faith and community groups about our approach to cultural diversity.

Respect and understanding between staff and students are an established expectation reinforced through induction, the tutorial process and a variety of subject specific activities across the College. The positive culture is helped enormously by effective welfare and security staff, local safe guarders, personal tutors and mentors.

Staffing

Analysis of staffing data maintained by HR in November 2015 and February 2016 has shown:

* Proportion of female to male has increased slightly by 1%
* Female managers have increased by 3%
* 45% of lecturing staff are male
* Staff who declare a disability has remained static at just under 3%
* Average age of a BMET employee is 43.71 years
* Third of staff are aged 50 plus

The college has committed to pursuing the Think, Act, Report initiative. In brief the initiative suggests that organisations;

* Think about gender equality in their workforces, on issues such as recruitment, retention, promotion and pay – collecting and considering relevant data from across the company;
* Act where a need to do so is identified; and
* Report their progress – publishing information about how they are doing, and sharing best practice and case studies that other companies can learn from.
* HR team has taken an initial focus on gender with a view to establishing a successful and meaningful route forward before extending the approach to other protected characteristics.

Complaints

Complaints are now monitored each week by direct or implied links to equality and diversity, such as bullying and harrassment.30 complaints have been identified as having an Equality and Diversity aspect, 25 of these are linked to a curriculum directorate.

2 of the complaints categorised as E&D remain incomplete. Of the 28 completed, 78.6% were managed and resolved in a timely manner.

The full complaints record is available

Equality Objectives 15/16

1. Ensure that systems and data are robustly monitored for Equality and Diversity issues and continuous improvement takes place. This includes identifying gaps in achievement through interrogating qualitative and quantitative data, and taking appropriate actions to raise success rates, whilst focussing particularly on further reducing achievement gaps by 5% between specific ethnic groups and the college average
   1. Pakistani learners 16-18
   2. Bangladeshi learners 19+
   3. Chinese learners 16-18
2. Continue to support teaching staff to promote equality and diversity to meet the needs of all learners. Develop teaching, learning and assessment support materials and activities that will continue to raise awareness of equality and diversity and to create a culture that fosters respect and promotes social cohesion across the diverse student and staff population.
3. Evaluate the impact of Equality and Diversity promotion, management and delivery through the analysis of qualitative and quantitative data, collected from students, staff and stakeholders.
4. Ensure that College staff and Governors are trained in equality and diversity and are aware of the College’s Equality and Diversity Policy and Action Plan. A minimum of 90% of staff should complete/update their training this year.

The following action plan has been updated to reflect progress in 14/15 and 15/16 to date at June 2016.

**Equality and Diversity Action Plan**

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| 1. Ensure that systems and data are monitored for Equality and Diversity issues and continuous improvement takes place. This includes identifying gaps in achievement through interrogating qualitative and quantitative data, and taking appropriate actions to raise success, focussing particularly on further reducing achievement gaps between specific ethnic groups and the College average of 87%. Specific targets: Pakistani learners 16-18 from 83% to 87%, Bangladeshi learners 19+ from 77% to 87%, Chinese learners 16-18 from 79% to 87%. | | | |
| **Objective** | **Due Date** | **Person Responsible** | **Progress** |
| Continue to encourage disclosure of protected characteristics for personnel records. Analyse staff profiles and consider equality and diversity issues when recruiting staff to ensure that the staff profile is reflective of the local population. | On-going | Curriculum and Support Directors | Partially achieved  Over 80% of staff have recorded information on protected characteristics on MyCintra.  .   |  |  | | --- | --- | | **Category** | **% Completed** | | Gender | 100.00% | | Ethnicity | 98.91% | | Disability Status | 81.83% | |
| All marketing materials to be reviewed on an on-going basis to reflect positive representation of protected characteristics and to analyse student recruitment to avoid associating stereotypes with subject areas. | Continuous throughout the year | Quality Director  Marketing Director | Achieved  Material development and process for marketing reviewed to ensure non-bias and inclusivity of student groups. Continued monitoring from the Marketing team. |
| Switch to Pro-Monitor as student tracking system to enable more robust monitoring of initial assessment process, induction, teaching, learning and assessment to ensure equality of achievement and progression. | Continuous throughout the year | Data Quality Manager | Achieved  Learner tracker provides accurate and up to date information on our learners. Pro Monitor well used by staff but not all apprentice data is recorded timely. |
| To continue to ensure that Equality and Diversity monitoring is embedded within the Quality Improvement Plan (QIP). Use in-depth data analysis to monitor and address in-year issues as they arise paying particular attention to achievement gaps between different groups. | 3 termly monitoring points each year | Quality Director | Achieved  Departments regularly updating the self-assessment through Termly Review Boards which includes analysis by core equality characteristics. |
| To report annually on Equality and Diversity through the Self-assessment Report. | October 31st | Quality Director | Achieved  Completed and published for 14/15  15/16 version in progress and will complete when results confirmed in October. |
| Systematically review policies, procedures and practice according to the academic schedule giving due regard to E&D and each to have equality impact assessment (EIA) | Termly Policy Panels | Quality Executive | Partially achieved  Some policies updated but full schedule of review and update not met.  EIAs not updated. Priority consideration for steering group. |
| Thematic network to meet regularly as a forum for consultation and discussion, to address emerging issues and disseminate information back to Directorates. All Directorates to designate a representative to attend network meetings. | 3 meetings annually | Quality Manager | Achieved  Thematic network replaced by Steering group to provide better ownership and monitoring of objectives. 3 meetings held in 15/16. |

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| 1. Continue to support teaching staff to promote equality and diversity to meet the needs of all learners. Develop teaching, learning and assessment support materials that will continue to raise awareness of equality and diversity and to create a culture that fosters respect and promotes social cohesion across the diverse student and staff population. | | | |
| **Objective** | **Due Date** | **Person Responsible** | **Progress** |
| Teacher’s Toolkit to be developed supporting tutors with a diverse range of materials to assist with Equality and Diversity in the classroom. | Annual check in April | Staff Development manager | Partially achieved  Toolkit replaced with wider resources for staff on share point and examples of good practice from Teaching and Learning Communities. More examples needed. |
| Lesson planning to continue to include E&D and differentiation as part of the planning process in order to raise awareness, ensure non-bias, challenge stereotypes and promote the culture of tolerance, acceptance and respect of the College. | Weekly observation report | Quality Director | Achieved  Good record of observations through investment in Pro Observe. E&D within classroom monitored through lesson observations and learning walks. Action plans produced and monitored at Termly Review Boards. Observations at 88% (19/5) with 8% missing action plans. |
| Identify good practice in embedding E&D within the curriculum for each Faculty and share examples cross-college. | April annual update | Quality Manager | Achieved  Teaching and learning communities present examples plus updates for Termly Review Boards. Further examples needed and better promotion to staff. Showcase scheduled for staff development week in July. |
| Publish Equality and Diversity Calendar to provide information and enable easy access to key dates and cultural events. | January each year | Quality Director | Partially achieved  Personal college equality calendar replaced with link to national website. |
| Continue to promote cultural events through tutorial sessions and further build on the Equality and Diversity strands embedded in practice by establishing a Cross-College Cultural Events Calendar closely linked to tutorial schemes to raise awareness of E&D issues and promote social cohesion. | Annual review in April | Heads of colleges | Achieved  Successful cultural summit held in 14/15 but not repeated. Heads of colleges considering way forward. |

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| 1. Evaluate the impact of Equality and Diversity promotion and delivery through the analysis of qualitative and quantitative data, collected from students, staff and stakeholders. | | | |
| **Objective** | **Due Date** | **Person Responsible** | **Progress** |
| Embed learner voice into the tutorial calendar to maximise the opportunities for collecting data from diverse student groups. Analyse and report on the findings and respond to any issues emerging. | Annual review in April | Heads of colleges | Achieved  Learner Voice well represented in annual surveys, focus groups and student reps. Additional local site monthly surveys carried out by Heads of College. |
| To improve the systematic collection of actual destination data to assess the impact of students’ achievements on their ability to progress into further/higher education or employment and contribute to the local economy. | Annual review October | Heads of colleges | Partially achieved  Progression data provided for CBL learners but not apprentices. Intended destination provided in BIG T&L survey February 2016. |
| Continue to monitor and review all feedback including complaints for E&D strands and any emerging/issues/trends. | Weekly report to Executive | Quality Director | Achieved  Weekly reports carefully monitored by Executive. Numbers reducing on previous year and timeliness improving. Improved detail on weekly report. |

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| 1. Ensure that all College staff and governors are able to access Equality and Diversity training and be fully cognizant of our statutory duties. All members of the College will be made aware of the College’s Equality and Diversity Policy and Action Plan. | | | | |
| **Objective** | **Due Date** | | **Person Responsible** | **Progress** |
| Nominate governor to be  E&D Champion | October 2015 | | VP Teaching and Learning | Achieved  Governor nominated as E&D Champion and member of steering group. |
| Review E&D Policy and set equality objectives for 2015-16 | April 2015 | | Quality Director | Achieved  E&D Policy submitted, amended and approved. Next update 2016. |
| All staff to complete equality and diversity training annually. | | July end of term | Staff Development  Manager and HR | Partially achieved  89% of staff completed training through Disabled Go which was replaced in autumn 2015 with Skillgate.  Transition period shows smaller number are using. Needs end of year update and identify gaps prior to full compliance through Skillgate. |
| Update Equality and Diversity signage to reflect current corporate image reflecting the importance placed upon equality and diversity throughout the College. | October 2015 | | Heads of college | Achieved  Signage removed and focus on live information on plasma screens and promotion through tutorial news. |