

Birmingham
Adult
Education
Service



Equality Report 2017



January 2017



Birmingham
City Council

Birmingham Adult Education Service

EQUALITY REPORT 2017

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Birmingham Adult Education Service

EQUALITY REPORT 2017

Introduction

This is Birmingham Adult Education Service's sixth annual Equality Report to be published since the requirement was introduced as part of the Equality Act 2010. It updates the information published in our 2016 report and includes headline Equality information relating to both our learners and our staff.

We continue to build on the good practice and critical self-evaluation that have been embedded in our quality improvement strategies over many years. At our last full Ofsted inspection in February 2014, inspectors judged our performance to be good in terms of promoting Equality and Diversity, tackling discrimination and closing the achievement gaps between different groups of learners. We are very pleased to say that our performance has improved further in many aspects of Equality and Diversity and that our journey toward excellence continues.

This year's report gives more detailed information than previous reports about longer term trends in terms of learner participation and success and we have added the Skills Funding Agency's analysis of the Learner Satisfaction Survey. We have highlighted how BAES contributes to providing learning opportunities in wards with high level of deprivation and unemployment. We hope you find the information provided as useful as we do in highlighting areas of service activity where we still need to advance equality further. If you have any comments or suggestions about the content and/or presentation of this report or any equality issues, please send your feedback directly to me.

Joanne Keatley
Principal - Birmingham Adult Education Service

Executive Summary

This Equality Report is intended to meet the requirements of the Equality Act 2010 with regard to published equality information. It is structured in five sections.

The first section, **Equality information**, presents and comments on key equality data relating to our learners and staff. Analysis in this report is based on 2015-16 data, the last year for which we have complete data. The second section, **Self-Assessment and Ofsted Inspection** summarises the key judgements made by Ofsted in relation to Equality and Diversity aspects of our provision at our last full inspection in February 2014. It lists the BAES Equality Objectives for 2015-16 and includes both a summary of progress made in advancing the equality agenda over the last 12 months and sets the agenda for further improvements in the next 12 months. The third section, **Equality Analysis** provides a summary of the Equality Analyses carried out in 2015-16 and their impact on our learners and staff. The fourth section, **Engagement activities**, gives a short account of the main ways in which learners, staff, volunteers and key partners we work with have engaged with equality issues and contributed to the further advancement of the equality agenda in our organisation during the last 12 months. We will carry out the final review of progress against our 2015-16 Equality Objectives between January and March and will publish our **2016-17 Equality Objectives and Action Plan** in April 2017.

SECTION 1

EQUALITY INFORMATION

1.1 OUR LEARNERS

Learner Profile: AGE

Age	2013-14		2014-15		2015-16	
	Enrolments	%	Enrolments	%	Enrolments	%
16-18 yrs	424	1%	317	1%	453	2%
19-29 yrs	7,139	22%	6,184	21%	5,948	21%
30-39 yrs	9,408	29%	8,382	29%	8,974	32%
40-49 yrs	7,133	22%	6,121	21%	5,694	20%
50-59 yrs	4,384	14%	4,309	15%	3,455	12%
60+	3,714	12%	3,712	13%	3,262	12%
Not recorded	10	<1%	25	<1%	7	<1%
Total	32,212	100%	29,050	100%	27,793	100%

Although 98% of our learners are adults, a small but significant number of young people aged 16-18 continued to enrol on our courses with a 1% increase in 2015-16. The age category 30-39 constituted the majority of our learners at 32% with an increase of 3% in 2015-16. Although we continued to attract a significant number of older learners who are 50+ (24%), there was an increase of 4% in the number of learners who are below 40 years old.

Learner Profile: GENDER

Gender	2013-14		2014-15		2015-16	
	Enrolments	%	Enrolments	%	Enrolments	%
Male	7,652	24%	7,464	26%	7,136	26%
Female	24,560	76%	21,586	74%	20,657	74%
Total	32,212	100%	29,050	100%	27,793	100%

In 2015-16, the percentage of male participation remained the same as for the previous year and increased by 2% when compared to 2013-14. At 74% of the total participation, female learners continued to be disproportionately represented in the service. Although this is in line with the national profile for Adults and Community Learning providers, increasing male participation in learning continued to be one of the Equality Objectives for 2016-17. Role models and case studies continued to be used in publicising learning opportunities with the aim of encouraging more male participation.

Learner Profile: DISABILITY

Disability Status	2013-14		2014-15		2015-16	
	Enrolments	%	Enrolments	%	Enrolments	%
Disability	4,544	14%	4,237	15%	4,743	17%
No disability	26,839	83%	24,335	84%	22,345	80%
Unknown	829	3%	478	1%	705	3%
Total	32,212	100%	29,050	100%	27,793	100%

The proportion of learners declaring a disability increased by 3% over the last three years from 14% in 2013-14 to 15% in 2014-15 and 17% in 2015-16. It is positive that more learners are comfortable in declaring their disability and this has implications on the support required to ensure equality of outcome.

Learner Profile: ETHNICITY

Ethnic Group	2013-14		2014-15		2015-16		2 year trend	B'ham Census 2011
	Enrols	%	Enrols	%	Enrols	%		
Asian/Asian British/ Other Asian	10,391	32%	8,660	30%	9257	33%	3%	26%
Asian - Bangladeshi	1,572	5%	1,302	4%	1,577	6%	2%	3%
Asian - Indian	1,587	5%	1,253	4%	1,027	4%	0%	6%
Asian - Pakistani	6,110	19%	5,047	18%	5,504	20%	2%	13%
Asian - Chinese	243	1%	229	1%	250	<1%	-<1%	1%
Asian - Other	879	3%	829	3%	899	3%	0%	3%
Black/African/Caribbean/ Black British/ Other	5,224	16%	5,126	18%	4657	17%	-1%	9%
Black - African	2,014	6%	2,136	7%	2,272	8%	1%	4%
Black - Caribbean	2,755	9%	2,681	9%	2,049	7%	-2%	3%
Black - Other	455	1%	309	1%	336	2%	1%	2%
Mixed/Multiple Ethnic Groups	1,153	4%	960	3%	844	3%	0%	4%
Mixed - White/Asian	204	1%	194	1%	166	<1%	-<%	1%
Mixed - White/Black African	144	<1%	96	<1%	140	<1%	0%	<1%
Mixed - White/Black Caribbean	566	2%	432	1%	386	1%	0%	2%
Mixed - Other	239	1%	240	1%	152	<1%	-<%	1%
White/White British	13,946	43%	12,805	44%	11,286	41%	-3%	58%
White – English/Welsh/Scottish/ N. Irish/British	12,200	38%	10,924	38%	9,517	34%	-4%	53%
White - Irish	384	1%	321	1%	255	1%	0%	2%
White - Gypsy/Irish Traveller	12	<1%	13	<1%	4	<1%	0%	< 1%
White - Other	1,350	4%	1,547	5%	1,510	5%	0%	3%
Other Ethnic Group	1,159	4%	1,141	4%	1461	5%	1%	2%
Arab	575	2%	695	2%	936	3%	1%	1%
Other ethnic group	584	2%	446	2%	525	2%	0%	1%
Not known/not provided	339	1%	356	1%	288	1%	0%	<1%
Total	32,212	100%	29,050	100%	27,793	100%	0%	100%

- We have an increasingly diverse learner profile in terms of ethnicity, which reflects the changing demographics of Birmingham. Minority ethnic groups have a higher representation in our learner population than they do in Birmingham as a whole, according to the most recent Census figures for 2011.
- BAES works extensively in inner city wards with high percentage of minority ethnic groups and this is reflected in the overall ethnicity profile. In 2015-16 the proportion of learners from White British group was 41%, 3% less than the previous year and lower than the representation of this group in Birmingham as a whole, according to the most recent Census figures for 2011. This will trigger more drilled down analysis of the impact of our work in wards with high deprivation level and with high percentage of White ethnic groups.

- The proportion of the Asian group increased by 3% when compared to 2014-15 and is 7% higher than the representation in Birmingham as a whole. The proportion of the Black group decreased by 1% and it is still 8% higher than the representation of this group for Birmingham as a whole.
- At 20%, learners of Asian-Pakistani origin constitute the largest minority ethnic group, 7% higher than the profile for Birmingham as a whole. At 8%, the Black – African learners constitute the second largest minority ethnic group, which is 4% higher than for Birmingham as a whole.
- Data on the new ethnic categories of Arab and White Gypsy/Irish Traveller was collected and reported on for the first time in 2011-12. While the proportion of Arab learners increased steadily over the last three years to a healthy 3% of the total enrolments in 2015-16, White Gypsy/Irish Travellers remains extremely low, accounting for just 4 out of a total of 27,793 enrolments.

Religion and Belief, Sexual Orientation and Gender Identity

Following internal and external consultation with learners, our own staff and relevant external organisations, we started to collect information about learners’ Religion and Belief and Sexual Orientation for the first time from September 2012. This data is not required by the Skills Funding Agency as part of the Individual Learner Record. Equality and Diversity training was provided to staff on the rationale for collecting this data and on how best to explain this rationale to learners and respond to their queries. Information about this aspect of monitoring was also given through learner forums and learner handbook. This is the second year when we could make a three-year comparison of data and it is clear from the reasonable number of “Unknown” that the awareness raising activities were effective and made a difference.

Learner Profile: RELIGION and BELIEF

Religion / Belief	2013-14		2014-15		2015-16	
	No of Learners	%	No of Learners	%	No of Learners	%
Buddhist	105	1%	92	1%	74	<1%
Christian	5,195	33%	4,684	33%	3,678	30%
Hindu	246	2%	180	1%	129	1%
Jewish	38	<1%	22	1%	20	<1%
Muslim	4,168	26%	3,998	28%	3,810	31%
Sikh	289	2%	223	2%	171	1%
Other	453	3%	463	3%	353	3%
No religion/belief	2,151	14%	1,940	14%	1,567	13%
Prefer not to say	1,994	8%	1,179	8%	966	8%
Not known/not provided	1,092	7%	1,479	10%	1,623	13%
Total	15,731	100%	14,260	100%	12,391	100%

Learner Profile: SEXUAL ORIENTATION

Sexual Orientation	2013-14		2014-15		2015-16	
	No of learners	%	No of learners	%	No of learners	%
Bisexual	134	1%	128	1%	114	1%
Gay/Lesbian	131	1%	127	1%	105	1%
Heterosexual/Straight	9,676	62%	9,564	67%	8,068	65%
Prefer not to say	3,547	23%	2,164	15%	1,829	15%
Not known/not provided	2,243	14%	2,277	16%	2,275	18%
Total	15,731	100%	14,260	100%	12,391	100%

- The category of “Unknown/not provided” has remained at a reasonable level at 13% in Religion and Belief and 18% in Sexual Orientation especially when compared to the high proportion of 46% and 50% in the year we started collecting the information .This is a reflection of our learners’ improved awareness and our staff’s ability to respond to questions appropriately.
- The percentage of learners declaring Gay/Lesbian and Bisexual sexual orientation remains as 1% for both categories. The proportion of learners who preferred not to declare their sexual orientation in 2015-16 remains at 15%, the same as in the previous year.
- 66% of our learners declared a religion/belief and 13% declared “No religion or belief”. The two largest proportions of learners who declared religion/belief are Muslims at 31% and Christian at 30%. Learners who declared Buddhist, Jewish, Sikh and Hindu religion are at 1% or less than 1% each. Other religion groups are also represented in our learner profile.

In line with advice from the Gender Identity Research and Education Society (GIREs) with whom we consulted on the monitoring issue, we did not consider it appropriate to ask for information about learners’ Gender Identity on our enrolment form. In 2015-16, we improved the visibility of the different sexual orientations through posters celebrating various national and international events and through staff training. Online Equality and Diversity training with case studies covering sexual orientation topics have been undertaken by both curriculum and business support staff . An Equality Wheel poster, Equality calendar and a range of resources for all main equality events, including LGBT month and other related gender equality topics, are strategies used to enhance visibility and raise awareness. Promoting respect and tolerance amongst our diverse learner population constitutes part of our duty to advance equality and diversity and promote British Values.

Learner Profile: LEARNER SATISFACTION SURVEY 2015-16

We survey learners annually on a range of aspects of their experience at BAES. In addition to our internal survey which all learners have the opportunity to complete, 2288 learners participated in the Skills Funding Agency’s National online survey. 1776 learners on accredited courses and 512 learners on non-accredited courses took part in the survey. There is no significant difference in the equality analysis for disability or ethnicity. The lowest scores have been given to advice on progression. Measures have been put in place to strengthen this area through appointing additional advice and guidance staff, upskilling existing staff and volunteers and standardising the way tutors give advice on progression. In the fifth year running, at 96.8% for Overall Satisfaction Rate, BAES had the highest scores amongst local colleges which participated in the survey based on the analysis published by the Skills Funding Agency. The rating for the questions is out of ten as shown in the table below.

Questions	Skills Funding Agency's National On-line Survey									
	All Learners Internal Survey	All learners Accredited courses	All learner Non-accredited	Disability	No Disability	Asian/Asian British	Black/ African/ Caribbean/B British	Mixed Multiple Ethnic group	White	Other Ethnic group
The quality of Teaching	9.47	9.2	9.1	9.2	9.2	9.2	9.3	9.0	9.2	9.1
Respect staff show to learners	9.57	9.4	9.4	9.5	9.4	9.4	9.4	9.3	9.5	9.2
Advice on what to do after this course/training	8.98	8.8	8.8	9.0	8.8	8.9	9.0	8.4	8.8	8.4
Support learners get on the course	9.35	9.2	9.2	9.2	9.2	9.2	9.2	9.1	9.3	8.9
Meeting learners' expectations	9.21	9.0	9.9	9.1	9.0	9.0	9.1	9.0	9.0	8.4
Responding to the views of the learners	8.73	9.1	9.1	9.0	9.1	9.1	9.2	9.2	9.1	8.8
Overall rating of BAES as a learning provider	8.97	9.1	8.9	9.1	9.1	9.0	9.1	9.1	9.2	8.9
% of respondents who are likely to recommend BAES	93%	97%	94%	95%	97%	97%	95%	95%	96%	97%

Overall Satisfaction Rating for SFA's Survey is 96.8%

Total number of learners who took part in the external survey is 2288 learners

Total number of learners who took part in the internal survey is 3346 learners

Learner Profile: Additional Learning Support

2015-16 Profile of learners receiving Additional Learning Support	Total no. 19+ ASB funded learners	Profile of 19+ ASB funded learners	Breakdown of learners receiving ALS	%	Amount Spent on ALS	% ALS funds allocated
GENDER						
Male	2,379	24%	93	26%	£107,639	30%
Female	7,558	76%	271	74%	£246,050	70%
Total	9,937	100%	364	100%	£353,689	100%
DISABILITY						
Disability	1,992	20%	251	69%	£269,258	76%
No disability	7,808	79%	108	30%	£81,837	23%
Unknown	137	1%	5	1%	£2,594	1%
Total	9,937	100%	364	100%	£353,689	100%
ETHNICITY						
Asian - Bangladeshi	688	7%	5	1%	£3,480	1%
Asian - Indian	399	4%	17	5%	£18,227	5%
Asian - Pakistani	2,231	22%	58	16%	£45,356	13%
Asian - Chinese	89	1%	1	<1%	£220	<1%
Asian - Other	378	4%	8	2%	£16,444	5%
Black - African	924	9%	16	4%	£13,720	4%
Black - Caribbean	842	8%	63	17%	£64,722	18%
Black - Other	117	1%	7	2%	£5,280	1%
Mixed - White/Asian	50	<1%	0	0%	£0	0%
Mixed - White/Black African.	51	<1%	2	1%	£2,190	1%
Mixed - White/Black Caribbean	164	2%	13	4%	£14,221	4%
Mixed - Other	61	1%	6	2%	£5,026	1%
White- Eng. / Welsh / Scottish / N. Irish / British	2,819	28%	146	40%	£145,166	41%
White - Irish	67	1%	3	1%	£3,257	1%
White - Gypsy / Irish Traveller	0	0%	0	0%	£0	0%
White - Other	507	5%	8	2%	£6,340	2%
Arab	327	3%	6	2%	£4,800	1%
Other ethnic group	184	2%	5	1%	£5,240	1%
Not known /not provided	39	<1%	0	0%	£0	0%
Total	9,937	100%	364	100%	£353,689	100%

Birmingham Adult Education Service receives funding for “Additional Learning Support” from the Skills Funding Agency. This funding is used to meet the additional costs of supporting learners on Adult Skills Budget funded courses who are 19+ who need literacy, numeracy, language and dyslexia support to succeed on their courses. The funding is also used to support learners who have learning difficulties and/or other disabilities to achieve their learning goals. Additional Learning Support is not available to learners on Community Learning funded programmes. To achieve equality in supporting all learners, extensive resource to support learners’ skills in literacy and numeracy was made available to all learners via the Learner Zone. In 2015-16, additional resources on dyslexia were made available on the Learner Zone and Dyslexia workshops were open to all learners. 104 volunteers and 262 paid Learning Support Assistants were engaged in supporting BAES learners in 2015-16.

In 2015-16 the service used **£353,689** of Additional Learning Support Funding to provide dyslexia assessment and support, support for small groups of learners with learning difficulties, as well as adaptations, ICT hardware and software, classroom and personal support, Braille and signing and interpreting for learners with disabilities and/or learning difficulties. In addition, learning support was provided for learners with disabilities, on low income or experiencing disadvantage on some

Community Learning courses and who do not qualify for DLSF. This was funded from monies set aside for this purpose in a Hardship Fund.

In 2015-16 a total of 364 individual learners benefited from Additional Learning Support. At 88%, learners who received ALS achieved 1% higher than that for All BAES for the 19+ ASB provision.

The number of learners receiving ALS reflects well the ethnic makeup and there is no one group that has been disproportionately supported. The three largest ethnic groups, White English, Asian Pakistani and Black Caribbean received the highest proportion of the ALS at 41%, 13% and 18% respectively. The 24% of our male learners on Adult Skills programmes received 30% of the total Additional Learning Support, which is a good match.

Learner Profile: Discretionary Learner Support Fund

2015-16 Profile of learners receiving Discretionary Learner Support Fund	No of learners	%	Learners receiving DLSF	%	Amount spent on DLSF	%
GENDER						
Male	2,379	24%	722	21%	£80,799	%
Female	7,558	76%	2,757	79%	£365,680	%
Total	9,937	100%	3,479	100%	£446,479	100%
DISABILITY						
Disability	1,992	20%	787	23%	£125,105	%
No disability	7,808	79%	2,627	75%	£316,103	%
Unknown	137	1%	65	2%	£5,271	%
Total	9,937	100%	3,479	100%	£446,479	100%
ETHNICITY						
Asian - Bangladeshi	688	7%	252	7%	£21,111	5%
Asian - Indian	399	4%	140	4%	£16,686	4%
Asian - Pakistani	2,231	22%	850	24%	£91,092	20%
Asian - Chinese	89	1%	24	<1%	£1,583	<1%
Asian - Other	378	4%	126	4%	£17,869	4%
Black - African	924	9%	322	9%	£55,937	13%
Black - Caribbean	842	8%	334	10%	£39,001	9%
Black - Other	117	1%	49	1%	£7,001	2%
Mixed - White/Asian	50	<1%	17	<1%	£4,642	1%
Mixed - White/Black African.	51	<1%	18	<1%	£2,279	<1%
Mixed - White/Black Caribbean	164	2%	49	1%	£8,228	2%
Mixed - Other	61	1%	17	<1%	£5,055	1%
White- Eng. / Welsh / Scottish / N. Irish / British	2,819	28%	890	26%	£122,073	27%
White - Irish	67	1%	22	<1%	£1,331	<1%
White - Gypsy / Irish Traveller	0	0%	0	0%	£0	0%
White - Other	507	5%	170	5%	£14,915	3%
Arab	327	3%	123	4%	£22,293	5%
Other ethnic group	184	2%	69	2%	£14,800	3%
Not known /not provided	39	<1%	7	<1%	£585	<1%
Total	9,937	100%	3,479	100%	£446,479	100%

Birmingham Adult Education Service receives Discretionary Learner Support Fund from the Skills Funding Agency. This funding is used to contribute to the costs of learning for learners on Adult Skills Budget funded courses who are 19+ and who have low incomes. It is used to support eligible learners

with child care costs. It is also used to support those who are not eligible for free courses, but who are on low incomes, with the costs of course fee, exam fee, equipment and course materials.

In 2015-16 the service disbursed £446,479 which benefited 3,479 individual learners. The eligibility for this fund is based on financial hardship and need and the pattern of disbursement is related to economic disadvantage and employment status. Taking this into consideration, the proportion of funds allocated to different groups, male/female, ability/disability and ethnicity reflected well the overall proportions for these groups.

Learner Profile: ECONOMIC AND SOCIAL DISADVANTAGE

Category	2014-15		2015-16	
	Number	%	Number	%
In paid employment	4,585	32%	4,058	33%
Not in paid employment and looking for work	4,631	32%	4,369	35%
Not in paid employment and not looking for work	3,754	26%	3,561	29%
Not known / not provided	1,290	9%	403	3%
Total	14,260	100%	12,391	100%

Our reach into disadvantaged areas of the city and our engagement of people from disadvantaged groups remain good. In 2015-16:

- 2,423 learners, 24% of 19+ learners were resident in Birmingham City Council's seven priority wards.
- About 64% of our learners were eligible for either free or discounted courses on the basis of their economic status.
- The proportion of learners who were not in paid employment remains high at 64% and of those who were not in paid employment and looking for work increased by 3% to 35%.
- 78% of our learners on 16-18 and Adult Skills Budget courses were on Entry and Level 1 courses, reflecting the low skills and qualification levels in many of the communities in which we work. It also reflects the level of support learners at this level need to achieve well.
- There were 4,988 enrolments on ESOL, English/Literacy and Maths/Numeracy programmes including Functional Skills. Over 778 parents and as many children learned together on Family Learning English and Maths programmes
- An ESOL for Work programme was launched in 2015-16, working with mandated Job Seekers to improve their language and employability skills. In 2015-16 a total of 325 job seekers successfully engaged in this programme.
- Working in partnership with Job Centre + and other partners, BAES engaged with over 247 unemployed adults with a view to offer bespoke pre-employment training opportunities in Retail, Hospitality and Adult Social Care and finance. Of these 86 attended pre-employment BAES courses and 41 secured job outcomes.
- In 2015/16, BAES subcontracted to JTL, a private training company providing Plumbing and Electrical Installation Traineeships to 33 NEETs.

- In 2015-16 our substantial Family Learning programme had 2028 enrolments and engaged about 2000 children in 81 schools and children's centres. This work was targeted to areas of high need but where the participation rates and skill levels of adults is very low.
- In January 2016, BAES began subcontracting to Premier Training, a 16-18 provider with specialist expertise in working with young people with complex needs. They have recruited NEETS from the Erdington area to a Health and Social Care Study Programme.
- In January 2016, BAES began subcontracting to a number of CIAG providers in areas of high disadvantage, such as Witton Lodge in Kingstanding and BITA Pathways on several sites in disadvantaged areas. The aim of this work is to offer CIAG to unemployed adults, to identify additional needs they might have, such as mental health, drug and alcohol issues and to make suitable referrals to address these needs, in addition to referrals to suitable next steps. These next steps could include skills and employability training with the provider.

Learner Profile: Learners by Residence - Ward and Constituency 2015-16

BAES learners are drawn from across the city and 24% of BAES learners come from the seven most deprived wards. There are particularly high concentrations of learners who live in the highly disadvantaged wards of Sparkbrook and Washwood Heath (6% each) and Aston (5%) where the unemployment rates are high and the skill level of residents is low.

BAES Learner residence by Ward and District (19+ ASB)	2015-16		Unemployment claimant proportion Jan.2017	IMD Rank for Birmingham (2010)	Level 1 or below qual. % (2011)
	No of learners	%			
BARTLEY GREEN	247	2%	4.8%	18	41%
EDGBASTON	207	2%	2.7%	34	15%
HARBORNE	155	2%	2.8%	33	18%
QUINTON	274	9%	3.9%	30	33%
EDGBASTON	883	9%	3.5%	8	27%
ERDINGTON	230	2%	4.4%	20	36%
KINGSTANDING	175	2%	5.1%	8	48%
STOCKLAND GREEN	210	2%	5.7%	12	37%
TYBURN	165	2%	4.9%	11	46%
ERDINGTON	780	8%	5.1%	3	42%
HALL GREEN	187	2%	2.0%	36	31%
MOSELEY & KINGS HEATH	256	2%	3.7%	25	22%
SPARKBROOK	561	6%	6.3%	2	48%
SPRINGFIELD	720	7%	4.0%	16	42%
HALL GREEN	1724	17%	4.1%	5	36%
BORDESLEY GREEN	226	2%	4.8%	6	49%
HODGE HILL	345	3%	4.4%	13	46%
SHARD END	191	2%	5.3%	7	51%
WASHWOOD HEATH	591	6%	6.1%	1	53%
HODGE HILL	1353	14%	5.2%	2	50%
ASTON	508	5%	8.0%	4	42%
LADYWOOD	262	3%	3.9%	10	18%
NECHELLS	232	2%	5.6%	3	38%
SOHO	141	1%	5.9%	9	42%
LADYWOOD	1143	12%	5.7%	1	35%
KINGS NORTON	124	1%	3.9%	19	40%
LONGBRIDGE	126	1%	3.8%	23	40%
NORTHFIELD	192	2%	5.6%	29	36%
WEOLEY	230	2%	4.7%	21	38%
NORTHFIELD	672	7%	4.1%	6	39%
HANDSWORTH WOOD	128	1%	4.1%		
LOZELLS	239	2%			
OSCOTT	71	1%	2.4%	27	39%
PERRY BARR	117	1%	3.3%	31	32%
PERRY BARR	555	5%	5.0%	7	32%
BILLESLEY	281	3%	3.4%	22	40%
BOURNVILLE	218	2%	3.2%	32	27%
BRANDWOOD	152	2%	4.0%	26	34%
SELLY OAK	195	2%	1.7%	35	11%
SELLY OAK	846	8%	3.0%	8	28%
SUTTON FOUR OAKS	44	<1%	0.9%	40	22%
SUTTON NEW HALL plus SUTTON TRINITY	194	2%	1.0%		
SUTTON VESEY	117	1%	1.4%	37	22%
SUTTON	355	4%	1.2%	9	24%
ACOCKS GREEN	349	4%	3.5%	15	39%
SHELDON	53	<1%	3.5%	28	41%
SOUTH YARDLEY plus STECHFORD & YARDLEY NORTH	409	4%	4.7%		
YARDLEY	811	8%	4.1%	4	42%
TOTAL - BHAM	9122	92%	4.2%	35%	35%
TOTAL - NON BHAM	815	8%			
TOTAL - ALL	9937	100%			
PRIORITY WARDS	2423	24%			39%

1.2 Learner Achievement

We analyse and report on equality and learner achievement for different funding streams as this is how it is reported nationally. Ofsted inspectors make judgements about equality and diversity performance by “evaluating the extent to which achievement gaps are narrowing between different groups of learners”.

Most of our 16-18 and 19+ Adult Skills funded provision leads to nationally accredited qualifications and accounts for about 44% of our learners and funding. About 56% of our provision is Community Learning which includes Family Learning, most of our non-accredited courses, introductory courses that lead to qualification courses as well as some economically valuable qualifications courses that are not fundable through 16-18 and Adult Skills funding. A high number of learners access Community Learning to develop their skills and many progress onto accredited courses. These courses also contribute to the wellbeing and life style of learners.

In this report we have also combined the success rates for two different funding streams to give an overall picture of success rates for all our learners in terms of age, gender, disability, and ethnicity. We collected information about learners’ sexual orientation and religion/belief for the first time in 2012-13 but cannot report yet on success rates for learners with these protected characteristics because this is not recorded in the official Individual Learner Record (ILR) we have to use when reporting to the Skills Funding Agency.

AGE: 2015-16 Achievement Rates by Funding Stream

Category	16-18 and Adult Skills					Community Learning					BAES Overall				
	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend
16-18	91%	81%	83%	2%	-8%	n/a	n/a	n/a	n/a	n/a	91%	81%	83%	2%	-8%
19+	89%	85%	87%	2%	-2%	94%	95%	96%	1%	2%	90%	90%	93%	3%	3%
All BAES	89%	85%	87%	2%	-2%	94%	95%	96%	1%	2%	90%	90%	93%	3%	3%
Gap in achievement rates 16-18/19+	2%	4%	4%			n/a	n/a	n/a			1%	9%	10%		

- Our achievement rates are above the Provider Group rates which we measure our performance against for all funding streams. In the ASB provision, the achievement rate is 9% above the 74% PG rate for 16-18 category and 2% above the 85% PG rate for 19+ category. In the CL provision, the achievement rate is 6% above the 90% PG rate.
- Achievement rates for all learners across all funding streams improved over the last two years. In the 16-18 and Adult Skills funded provision, there is a 2% improvement for both 16-18 learners and 19+ learners. There is also a 1% improvement in the achievement rate of the Community Learning provision over the last two years and 3% for Birmingham as a whole.
- Success rates in the Community Learning provision have continuously improved over the last three years from 94% in 2013-14, 95% 2014-5 and 96% in 2015-16. This provision is offered to 19+ adult learners and constitutes 56% of our provision.
- The 19+ aggregated whole-service achievement rates for all funding streams have increased by 3% over the past 3 years.
- There is a significant overall gap of 10% in achievement between 16-18 and 19+ groups. This was influenced by the very high achievement rates by 19+ learners on the CL provision. The other factor which impacted on the male achievement rate in this provision was the decline in the achievement rate for few specific groups of 16-18 male learners on programmes delivered through partnership. A range of measures have been taken to monitor and support this age group to have higher achievement rates including tutorials, individual support and more robust framework for partnership. The success rate for this age group remains above the PG rate by 9%.

GENDER: 2015-16 Achievement Rates by Funding Stream

Category	16-18 and Adult Skills					Community Learning					BAES Overall				
	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend
Male	89%	82%	84%	2%	-5%	93%	95%	95%	0%	2%	90%	88%	91%	3%	1%
Female	89%	86%	87%	1%	-2%	97%	95%	97%	2%	0%	90%	91%	93%	2%	3%
All BAES	89%	85%	87%	2%	-2%	94%	95%	96%	1%	2%	90%	90%	93%	3%	3%
Gap in success rates male/female	0%	4%	3%			4%	0%	2%			0%	3%	2%		

- In 2015-16 the achievement rates for female learners increased by 1% in the ASB funded provision and 2% in the Community Learning provision. Male achievement rates also increased by 2% in the ASB funded provision and were maintained at 95% in the Community Learning provision, 5% above the PG rate which we measure ourselves against.

- In the 16-18 and Adult Skills provision, it is positive that the gap between the achievement rates of male and female learners decreased from 4% in 2014-15 to 3% in 2015-16. The difference in achievement was mainly affected by the decline in the retention rates rather than achievement rates.
- The aggregated data for all funding streams show a gap of 2% between male and female achievement rates with male learners at overall 91% and female learners at 93% success rates. The gap decreased by 1% when compared to 2014-15.
- Over the last two years both male and female achievement rates improved by 3% and 2% respectively for the aggregated whole-service achievement rates. Both male and female achievement rates also improved over the last three years.

DISABILITY: 2015-16 Achievement Rates by Funding Stream

Category	16-18 and Adult Skills					Community Learning					BAES Overall				
	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend
Disability	88%	83%	84%	1%	-4%	93%	94%	96%	2%	3%	89%	88%	91%	3%	2%
No Disability	89%	86%	87%	1%	-2%	94%	95%	96%	1%	2%	90%	91%	93%	2%	3%
Unknown	93%	83%	86%	3%	-7%	95%	96%	97%	1%	2%	93%	91%	95%	4%	2%
All	89%	85%	87%	2%	-2%	94%	95%	96%	1%	2%	90%	90%	93%	3%	3%
Gap disability/ no disability	0%	3%	3%			1%	1%	0%			1%	3%	2%		

- In the 16-18 and Adult Skills Provision, the gap between groups with disability and no disability remained at 3%. Although this does not constitute a significant gap, it will trigger more detailed analysis of the data across all curriculum areas. Additional Learner Support Fund will continue to be directed to support all learners with disability and further actions will be taken in 2016-17 in staff and volunteer training, resources and learner representation to enhance the profile and performance of learners with disabilities. At 88% learners in receipt of ALS achieved higher rate than that for BAES as a whole for the ASB provision in 2015-16.
- In the 16-18 and Adult Skills provision, both learners with and without disability achieved a 1% improvement in their achievement rates in 2015-16. In the Community Learning provision, learners with disability achieved a 2% improvement, while learners without disability achieved 1% improvement in 2015-16.

ETHNICITY: 2015-16 Achievement Rates by Funding Stream

Category	16-18 and Adult Skills					Community Learning					BAES Overall				
	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend	2013-14	2014-15	2015-16	2 year trend	3 year trend
Asian – Bangladeshi	87%	88%	91%	3%	4%	94%	97%	98%	1%	4%	87%	91%	95%	4%	8%
Asian - Indian	90%	85%	81%	-4%	-9%	94%	94%	96%	2%	2%	91%	89%	90%	1%	-1%
Asian - Pakistani	88%	88%	89%	1%	1%	94%	97%	98%	1%	4%	89%	91%	94%	3%	5%
Asian - Chinese	89%	90%	86%	-4%	-3%	93%	94%	96%	2%	3%	80%	92%	92%	0%	12%
Asian - Other	89%	84%	88%	4%	-1%	91%	98%	97%	-1%	6%	89%	90%	93%	3%	4%
Black - African	85%	86%	85%	-1%	0%	94%	98%	97%	-1%	3%	86%	91%	92%	1%	6%
Black - Caribbean	88%	83%	81%	-2%	-7%	94%	94%	96%	2%	2%	89%	89%	90%	1%	1%
Black - Other	89%	82%	89%	7%	0%	90%	97%	97%	0%	7%	89%	90%	94%	4%	5%
Mixed - White/Asian	84%	90%	88%	-2%	4%	95%	96%	98%	2%	3%	88%	91%	95%	4%	7%
Mixed - White/Black African	85%	85%	81%	-4%	-4%	92%	96%	90%	-6%	-2%	85%	91%	87%	-4%	2%
Mixed - White/Black Caribbean	85%	78%	80%	2%	-5%	94%	97%	93%	-4%	-1%	87%	87%	87%	0%	0%
Mixed - Other	88%	79%	76%	-3%	-12%	94%	91%	96%	5%	2%	87%	85%	89%	4%	2%
White – Eng/W/S/NI/British	91%	85%	86%	1%	-5%	93%	94%	95%	1%	2%	91%	90%	92%	2%	1%
White - Irish	91%	86%	79%	-7%	-12%	94%	94%	96%	2%	2%	92%	90%	92%	2%	0%
White - Gypsy / Irish Traveller	88%	n/a	n/a	n/a	n/a	100%	100%	100%	0%	0%	93%	100	100%	0%	7%
White - Other	90%	84%	87%	3%	-3%	92%	95%	94%	-1%	2%	90%	88%	92%	4%	2%
Arab	87%	86%	91%	5%	4%	98%	98%	98%	0%	0%	90%	89%	95%	6%	5%
Other ethnic group	88%	83%	87%	4%	-1%	95%	97%	95%	-2%	0%	89%	88%	92%	4%	3%
Not known /not provided	92%	83%	92%	9%	0%	96%	98%	96%	-2%	0%	94%	93%	96%	3%	2%
All	89%	85%	87%	2%	-2%	94%	95%	96%	1%	2%	90%	90%	93%	3%	3%
Gap – 2 largest groups Pakistani/White British	3%	3%	3%			1%	3%	3%			2%	1%	2%		

Note: Green shading = highest, red shading = lowest. The very small size of some groups in these categories distorts the data so we only show gaps between the two largest ethnic groups. The key point is that no one group has consistently low achievement rates across all funding streams.

- In 2015-16 the overall achievement rates (aggregated for all funding streams) improved for 14 out of 18 ethnic groups and were maintained for 3 groups when compared with 2014-15. It is positive that the achievement rates for 15 out of 18 groups (aggregated for all funding streams)

have improved over the last three years and have been maintained for 2 out of 18 groups.

- In 2015-16, the achievement rates for all BAES showed improvement in all funding streams: 2% for 16-18 and Adult Skills, 1% for Community Learning and 3% for aggregated all funding streams. Success rates for all funding streams are higher than the Provider Group rate we measure ourselves against (9% for 16-18 ASB, 2% for 19+ASB and 6% for Community learning provision).
- There is quite a complex and changing pattern of success rates across all ethnic groups over the past 3 years. It is important that there is no continuous trend of one group being the least successful as is highlighted by the green and red shaded cells above.
- In our 16-18 and Adult Skills provision success rates improved for 9 out of 18 ethnic groups: Black Other at 7%, Arab at 5%, Asian Other and Other Ethnic at 4%, Asian Bangladeshi and White Other at 3% , Mixed White /Black Caribbean at 2% , Asian Pakistani and White English at 1%. The gap in success rates between the two largest ethnic groups for this funding stream (White British and Pakistani) has remained the same at 3% when compared to 2014-15. In the Service Action Plan, measures were put in place to improve retention rate which was identified as the main reason for some groups achieving less than the achievement rate for All BAES.
- In our Community Learning provision achievement rates for all groups are at or above 90% which is the PG rate for this funding stream. 9 out of 18 groups improved between 1% and 5% and 3 groups maintained their high success rates. Asian-Bangladeshi, Asian-Pakistani, Mixed White-Asian and Arabs achieved the highest rates at 98%. This is significant considering the high number of learners these groups represent. The gap in success rates between the two largest groups for this funding stream (White British and Pakistani) remained the same at 3%.

SECTION 1

EQUALITY INFORMATION

1.3 OUR STAFF

Staff equality data is currently held on Birmingham City Council’s HR database ‘People Solutions’. However sessional staff, who comprise a significantly high proportion of our workforce, do not have self-serve access to update their equality profiles. Furthermore, the equalities categories used on the Birmingham City Council system do not match the ones we use for our learners to report to our funding body, which are aligned to the 2001 Census categories for data up to 2010 and the 2011 Census categories thereafter.

We consulted with staff and external groups on how we can most appropriately obtain and use information to ascertain and respond better to the needs of staff who share these protected characteristics including religion and sexual orientation.

As a result we have developed our own internal process for surveying, recording and reporting on staff equality and diversity that includes both permanent and sessional staff. At the time this report was published, 83% of our staff has responded to the survey and the results and analysis of our internal survey is shown below.

Staff Profile 2015-16: AGE

Age	STAFF *		LEARNERS	Diff in 2015-16
	No.	%	%	
16-18 yrs	0	0%	2%	n/a
19-29 yrs	11	3%	21%	-18%
30-39 yrs	56	14%	32%	-18%
40-49 yrs	120	30%	20%	+10%
50-59 yrs	147	36%	12%	+14%
60-64 yrs	38	9%	13%	+3%
65+	28	7%		
Unknown	5	1%	<1%	+<1%
Total	405	100%	100%	0%

* Based on 83% survey returns

The age profile of BAES staff may be described as ‘predominantly middle-aged’, as only 3% of staff are under thirty whereas 30% and 36% are between 40-49 and 50-59 respectively. The total percentage for these two age groups remained high although it decreased by 3% when compared to the previous year. This profile contrasts with the more evenly distributed learner profile, where 23% are under thirty, 32% are between thirty and thirty-nine and another 20% are between forty and forty-nine. One of the factors managers are mindful of is the drive to recruit younger staff to better represent our learner profile.

Staff Profile 2015-16: GENDER

Gender	STAFF*		LEARNERS	Diff
	No.	%	%	
Male	86	21%	26%	-5%
Female	319	79%	74%	+5%
Total	405	100%	100%	0%

* Based on 83% survey returns

The gender profiles of staff and learners are similar, with 79% of staff and 74% of learners being female. The representation of male and female remains the same as 2014-15. One of the factors managers are mindful of is the drive to increase male learners and staff and this was reflected in the 2015-16 Equality Objectives. More male staff were recruited in middle and senior management in 2015-16 which has helped to address this issue.

Staff Profile 2015-16: DISABILITY

Disability Status	STAFF*		LEARNERS	Diff
	No.	%	%	
Disability	30	7%	15%	-7%
No disability	345	85%	84%	+1%
Prefer not to say	15	4%	n/a	n/a
Unknown	15	4%	1%	+3%
Total	405	100%	100%	0%

* Based on 83% survey returns

According to our internal survey 7% of BAES staff have declared a disability in 2015-16 which is 1% lower than in 2014-15. The percentage of staff whose disability status is unknown remained the same at 4%. All staff are encouraged to declare their disability so that measures can be taken to support them. A similar trend is noticeable in the proportion of learners with unknown status which remained at 1% when compared to 2014-15.

Staff Profile 2015-16: ETHNICITY

Ethnic Group	STAFF *		LEARNERS	Diff	B'ham Census 2011
	No.	%	%		
Asian/Asian British /Other Asian	80	20%	33%	-11%	26%
Asian - Bangladeshi	6	1%	6%	-5%	3%
Asian - Indian	31	8%	4%	+4%	6%
Asian - Pakistani	24	6%	20%	-14%	13%
Asian - Chinese	7	2%	<1%	+1%	1%
Asian - Other	12	3%	3%	0 %	3%
Black/African/Caribbean/Black British/Other	32	8%	17%	-9%	9%
Black - African	3	1%	8%	-7%	4%
Black - Caribbean	25	6%	7%	-1%	3%
Black - Other	4	1%	2%	-1%	2%
Mixed/Multiple Ethnic Groups	5	1%	3%	-2%	4%
Mixed - White/Asian	0	0%	<1%	-<1%	1%
Mixed - White/Black African	1	<1%	<1%	0%	<1%
Mixed - White/Black Caribbean	1	<1%	1%	-<1%	2%
Mixed - Other	3	1%	<1%	->1%	1%
White/White British	245	60%	41%	+19%	58%
White – English/Welsh/Scottish/N. Irish/British	186	46%	34%	+12%	53%
White - Irish	4	1%	1%	0%	2%
White - Gypsy/Irish Traveller	0	0%	<1%	-<1%	< 1%
White - Other	55	13%	5%	+8%	3%
Other Ethnic Group	9	2%	5%	-3%	2%
Arab	6	1%	3%	-2%	1%
Other ethnic group	3	1%	2%	-1%	1%
Not known/not provided	34	8%	1%	+7%	<1%
Total	405	100%	100%	0%	100%

* Based on 83% survey returns

We have a diverse staff profile in terms of ethnicity, which reflects the changing demographics of Birmingham. At 31%, minority ethnic groups are well represented in our staff population compared to that of Birmingham as a whole (41%).

In 2015-16, there is no significant difference in the ethnic profile of our staff when compared to 2014-15. The percentage of staff from Asian/Asian British ethnicity increased by 1% whereas the percentage of the Black ethnicity decreased by 1% when compared to 2014-15. The profile matches well the population of Birmingham with BAES Asian groups at 20%, Black groups at 8%, Mixed groups at 1% and White groups at 60% corresponding to 26%, 9%, 4% and 58% respectively.

The two significant differences between the learner and staff profiles are in the two largest ethnic groups: -14% Asian-Pakistani and +19% White English. The third group that is not well represented is the Black-African at -7% difference. Managers are mindful of these figures when recruiting and will aim at better representation of our learner profile.

Staff Profile 2015-16: RELIGION AND BELIEF

65% of staff declared a religious faith/belief, with Christian (46%) and Muslim (11%) being the largest. A similar profile was represented by learners in 2015-16. Amongst learners, 67% declared a religious faith/belief with Christian (30%) and Muslim (31%) being the largest.

Religion / Belief	STAFF*		LEARNERS	Diff
	No.	%	%	
Buddhist	2	<1%	<1%	0%
Christian	187	46%	30%	+16%
Hindu	9	2%	1%	+1%
Jewish	0	0%	<1%	-<1%
Muslim	44	11%	31%	-20%
Sikh	12	3%	1%	+2%
Other	7	2%	3%	-1%
No religion/belief	71	18%	13%	+5%
Prefer not to say	58	14%	8%	+6%
Not known/not provided	15	4%	13%	-9%
Total	405	100%	100%	0%

* Based on 83% survey returns

A wide range of training and other activities aiming at awareness raising resulted in a significant increase in the number of staff and learners responding positively to questions about their Religion and Belief and Sexual Orientation. The proportion of staff who declined to give information about their Religion and Belief and Sexual Orientation has continuously declined over the last few years..

Staff Profile 2015-16: SEXUAL ORIENTATION

Sexual Orientation	STAFF*		LEARNERS	Diff
	No.	%	%	
Bisexual	2	<1%	1%	-<1%
Lesbian or Gay	4	1%	1%	0%
Heterosexual/Straight	314	78%	65%	+13%
Prefer not to say	69	17%	15%	+2%
Not known/not provided	16	4%	18%	-14%
Total	405	100%	100%	0%

* Based on 83% survey returns

Staff Development and Training

We undertook an equality analysis of participation rates in staff training and development for 2015-16. The table below is a summary of this analysis and shows the average number of CPD events attended per person in 2015-16. The information will be used to identify any groups where participation is low and will inform our CPD self-assessment and quality improvement plan.

Staff Profile 2015-16: Average number of CPD events attended per person

Characteristic		Average no of events	BAES Staff profile *
Gender	Male	6	21%
	Female	7	79%
Disability	Disability	6	7%
	No disability	6	85%
	Prefer not to say	5	4%
Ethnicity	Asian/Asian British/Other Asian	7	20%
	Black/African/Caribbean/Black British/Other	6	8%
	Mixed/Multiple Ethnic Groups	7	1%
	White/White British	6	60%

* Based on 83% survey returns

The above data shows:

- Female staff participation in training and development is slightly higher than participation by male staff, averaging 7 and 6 events per person respectively.
- It is positive that there is no difference between the participation of staff with and without disability, both at 6 events in 2015-16.
- There is a very good engagement level in staff training amongst all ethnic groups. The three largest ethnic groups, White British, Asian and Black, averaged 6, 7 and 6 events per person respectively. There is no significant gap in participation by ethnicity.

SECTION 2

EQUALITY and DIVERSITY SELF ASSESSMENT

2.1 OFSTED INSPECTION & SELF ASSESSMENT

Each year we use the criteria in Ofsted's Common Inspection Framework to carry out a comprehensive self-assessment of all aspects of our performance and provision, including Equality and Diversity. In our self-assessment we take stock of progress against the previous year's improvement plan, identify our strengths and areas for development and map out an improvement plan for the coming year. In the 2015-16 Self-Assessment Report, the promotion of Equality and Diversity is highlighted as one of the Service's strength or areas of good continuing practice, concluding that "Equality and Diversity is systematically celebrated and promoted through classroom activities, service-wide events, and cultural events to celebrate diverse traditions that represent the make-up of our community, to improve learners' understanding of cultural difference and to nurture community cohesion. The CPD and Equality Manager produces an Equality Action Plan that is monitored and reviewed by the Senior Management Team, which ensure Equality and Diversity has a high priority within the organisation, and is highly visible to learners, stakeholders and staff."

To meet the specific duties of the 2010 Act, BAES is required to publish its Equality Objectives at least every four years. These highlight the main areas for improvement based on the Self-Assessment Report and the Equality Data. We monitor our objectives regularly and between January and March 2017 we will be undertaking a final review on progress against the six key objectives, associated actions and targets set out in our 2016-17 Equality Objectives and Action Plan. The outcome of that review and the information presented in this report will inform the setting of our 2017-18 Equality Objectives and Action Plan which will be published in April 2017. The objectives for 2016-17 were:

EO1: Promote and embed equality and diversity and wider skills in curriculum planning and delivery across the Service.

EO2: Promote British Values within our wider practice of promoting equality, diversity and safeguarding. Comply with the Prevent Duty.

EO3: Increase the participation of males in learning.

EO4: Identify patterns of under-performance amongst all equality groups and put in place intervention strategies to ensure all groups meet or exceed the Provider Group Rate.

EO5 Strengthen the learner voice and extend the range of equality monitoring to include learner feedback so as to monitor the impact of our equality policy and procedures more effectively

EO6: Enhance learner and staff engagement in promoting and progressing the Service Equality Objectives.

Equality and Diversity Performance – what Ofsted said

We are also subject to regular inspections by Ofsted. Our last full inspection was in February 2014 when inspectors judged us to be “Good” in relation to all aspects of the Common Inspection Framework. The comments below are related to how effectively we promote equality and diversity in the Service:

C4 How effectively does the provider actively promote equality and diversity and tackle discrimination? How effectively is the provider closing the achievement gap?

Key strengths noted by Ofsted in 2014 are as follows:

“Learners gain more than qualifications; they improve their employability prospects, self-esteem and many, including those with mental health problems, benefit from achieving other outcomes.”

“The provision for English for speakers of other languages, which was inadequate three years ago, has substantially increased success rates overall. Many of the individual courses have good rates within the Service rightly focusing on improving the few areas of under-performance.”

“Most groups of learners, for example those from different ethnic backgrounds or with disabilities, succeed as well as any other group.”

“For those with mental health conditions the courses help them move to other social or even employment opportunities. For those from backgrounds of long-term unemployment the courses provide the necessary qualifications to be more employable.”

“Tutors promote equality and diversity well in learning. The Service fosters a very supportive and caring learning environment which develops strong mutual respect, enjoyed by an extremely diverse learner population. Tutors use a wide range of appropriate and current learning materials which reflect the range of learners’ backgrounds and they promote well cultural and linguistic diversity.”

“The effective tutor training helps them appropriately promote equality and diversity during lessons. Lessons, often containing a range of culturally diverse learners, have an atmosphere of mutual respect. The Service deploys a good range of adaptive technology for those with physical difficulties.” [ICT for users]

“Learners work in an atmosphere of support and mutual respect, with peer support and collaborative working a good feature of the learning.” [Visual Arts]

“Tutors develop and foster an inclusive learning environment with a high level of respect between learners from the city’s diverse local community. Learning resources appropriately reflect the backgrounds and cultures of the foreign languages.” [Modern Foreign Languages]

“Teaching and learning foster mutual respect and support between tutors and learners, and between learners. The best sessions also incorporate a developing understanding of equality and diversity.” [Foundation mathematics]

“A wide range of general and specialised training on such things as autism, dyslexia or transgender awareness helps staff understanding of the challenges facing some learners.”

2.2 Summary of improvements and developments in Equality & Diversity practice and outcomes in the past 12 months

- Improved visibility and celebration of diversity was achieved through a number of resources and activities and in a structured way:
 - A professionally produced 2016-17 Diversity Calendar was developed and displayed in all centres and classrooms to enable tutors, volunteers and centre staff to embed the main equality celebrations and events.
 - All main celebrations and equality related events are publicised via In the Loop.
 - A list of the main BAES celebrated events has been agreed via the E&D Service working group. Staff and volunteers were engaged in planning and organising events in selected main centres e.g. Black History Month, Christmas, Diwali, Eid, International Women's Day and a new Respect and Diversity in Action Roadshow.
 - An increasing number of learners were engaged in a number of charity events with donations made to a chosen charity. These were publicised in main centres and were open to all learners and staff.
 - A range of British Values posters were designed by CPD and the marketing team and displayed in main centres, to raise awareness of British Values among learners, volunteers and staff. In addition, a range of teaching and learning resources on this topic has been developed and made available on Moodle.
 - The main bespoke electronic resource on Embedding Equality was updated with the 2017 version. This is a large collection of useful information, legal and inspection requirements, case studies and examples of projects and teaching materials.
- The framework for embedding Equality and Diversity, including Prevent and British Values, in learner induction, curriculum planning and delivery has been further strengthened through training for both managers and for tutors and visible activities in SOW. 51 tutors have attended the British Values in Practice training and it is mandatory for all new tutors to complete Equality and Diversity, Prevent and Safeguarding training. This is being closely monitored by all managers and SMT.
- The visibility and robustness of equality related analysis have been strengthened in the curriculum SARs. This has been reflected well in the Equality Action Plans and Quality Improvement Plans.
- Equality and Diversity were included as one of the OTLA Key Performance Indicators. In 2015-16, 97% of the OTLA were judged as "At Standard" or "Above Standard" with 30% judged as "Above Standard". The percentage of sessions judged as "Above Standard" increased to 43% in the first term of 2016-17. All observers have had update training that included equality and diversity aspects.
- Achievement rates for all learners across all funding streams improved over the last two years. Our achievement rates are above the Provider Group rates which we measure our performance against for all funding streams.
- In 2015-16 the overall achievement rates (aggregated for all funding streams) improved for 14 out of 18 ethnic groups and were maintained for 3 groups when compared with 2014-15.
- Here is a summary of CPD activity related to equality and diversity themes since the 2015/16 academic year:
 - 248 curriculum staff and 86 business support staff have now completed our mandatory equality and diversity training. Online modules continue to give staff a wider access and flexibility to enable them to complete the training.

- Meeting individual needs is one of the main objectives of applying the equality agenda in teaching and learning. 26 staff attended 'Differentiation – Stretch and Challenge' in addition to 296 staff who completed this training in previous years.
 - 26 staff attended various 'Brush up your maths and English' sessions in addition to 91 staff in previous years.
 - 37 staff attended 'English Matters – Marking learners' writing' in addition to 172 in previous years.
 - 172 staff attended Moodle Learner Zone training and 187 staff attended various other ILT training which has made a positive impact on learners' skills and confidence.
 - A total of 30 staff and 20 volunteers attended Dyslexia - Classroom Strategies training in addition to 146 staff who attended the dyslexia awareness sessions in previous years. Resources have been made available to all learners on Moodle/Learner Zone along with opportunities to attend face-to-face workshops on learning strategies. A high proportion of the ALS fund was targeted at supporting learners with Dyslexia.
- 219 curriculum staff and 136 business support staff have now completed our mandatory safeguarding training. 278 curriculum staff and 132 business support staff have now completed our mandatory Prevent training.
- 25 staff attended a newly developed module on Mental Wellbeing and Learning. 17 staff attended Autism Awareness training in addition to 67 staff who attended this module in previous years. 19 language teachers attended bespoke training on the relationship between autism theory and language teaching.
- New videos and visual promotion materials for the LDD programme were developed and made available on Moodle and the BAES website and bespoke Developmental Days for LDD tutors were organised in 2015-16.
- Our new Guidelines for Challenging Discriminatory Behaviour and Language have been publicised and shared with the Equality Network. We have also shared our approach on embedding British Values with the network and exchanged resources..
- The internal staff equality survey continued to be implemented with about an 83% return rate. This enables us to update our staff equality profile and compare this against the profiles for learners and for Birmingham as a whole. We also continue to carry out equality monitoring of staff participation in training and development.

What we still need to improve

Our self-assessment has identified a clear agenda for the next stage in our journey towards excellence in equality and diversity practice. Most of the points below focus on monitoring and ensuring the continuation and consistency of our good practice. To move us forward we need to:

- Ensure full compliance with our mandatory training requirements – equality and diversity, Prevent and safeguarding.
- Continue to improve overall achievement rates and closely monitor performance for all groups of learners. We highlighted in the Learner Achievement section the outcomes of the equality analysis per age, disability, gender and ethnicity. The overall achievement rates for all equality groups and all funding streams were above the Provider Group rate which we benchmark ourselves against. There are no significant gaps or observable trends in achievement in 2015-16 apart from the gap between the achievement of 19+ and 16-18 age groups (although both are above the PG for these two age groups). A number of measures have been put in place and will need to continue to be implemented and monitored.
- Enhance the strategies currently in place to strengthen the learners' voice through engagement in decision making and consultation processes and contributions to newsletters.

- Monitor and enhance the participation rate of White British learners through targeted marketing activities and targeted projects in areas where there is a large White British population.
- Continue to increase the consistency in the embedding British Values using naturally occurring opportunities and implementing a more structured approach to sharing good practice.
- Continue to enhance the engagement of learners in setting personal targets including English, Maths, ICT and Employability skills.
- Further improve the impact of the well-established calendar of enrichment activities that improve learners' understanding of cultural difference, by starting new collaborations with organisations such as the Library of Birmingham, the Rep Theatre and the BCC European department. Encourage more curriculum areas and centres to take part in effective fundraising events such as those that were organised in support of local and national social causes.
- Increase levels of participation in our staff equality survey. We now have updated data for 83% of staff but aspire to having this for all staff
- Continue to increase visibility and celebrations of Equality themes through teaching and learning resources, equality calendar, activities, displays, posters and engagement of staff and learners.

SECTION 3

EQUALITY IMPACT ASSESSMENT

Reduction of centres

In 2015/16 an Equality Impact Assessment was submitted for the reduction in centres which was done through consolidating classes on fewer days/evenings. The analysis was:

The proposed changes will impact upon learners who wish to study at a particular site and find their options are fewer. The proposed changes will also impact upon staff who may either be relocated as part of this process or who cannot be relocated during the process. It will also affect facilities assistants whose job description will be amended. BAES has been holding a number of vacancies in several areas of activity pending this redesign to minimise the impact on staff. In the first instance staff will be given a full list of posts at their grade in the centres and invited to express their preferences. A competitive process will be used where necessary. A standard VR and CR package will be available. The impact of the move from Boldmere was explored in a previous EA and consultation has taken place on that with stakeholders.

The findings of this assessment are that no group of learners or staff with a protected characteristic will be disproportionately affected by these changes.

Reduction of a post

The work of adult education to provide adult learning opportunities will not be affected by the removal of this post. No group will be disadvantaged, therefore a full equality assessment is not considered necessary

Budget savings

BAES proposes to make its budget savings through not recruiting to some vacancies in a non-grant funded aspect of the service whilst at the same time maintaining current functions. These particular vacancies are not being covered currently, so no negative impact is anticipated and no group should be disadvantaged.

Change to sub-contracting framework

The findings of this assessment are that no group of learners or staff with a protected characteristic will be disproportionately affected by these changes.

SECTION 4

ENGAGEMENT ACTIVITIES

Learner Engagement

- We survey learners annually on a range of aspects of their experience at BAES. All learners express their views while they are on the programme and near the end of each programme of learning. Both our internal Learner Evaluation Survey and the Skills Funding Agency's National Online Survey ask equality and diversity related questions about the respect learners are shown by staff and other learners. In our internal Learner Evaluation Survey, we also ask learners to rate how safe they feel in BAES centres and in class.

These learner evaluations show consistently high levels of learner satisfaction with these aspects of their experience. Learner surveys over the past two years have found that a very high proportion of learners feel both respected by staff and other learners and that they feel very safe in BAES learning environments and centres of study. In 2015-16, the average score for "how safe learners feel" was 9.7 % and for "respect staff show to learners" was 9.6%.

- To help us develop our equality practice further, learner forums were held over the past two academic years on a range of at main BAES centres. To ensure that we listen to the voice of more learners in the forum, a nominated group Learner Representation system has been successfully implemented. We have consulted learners on a wide range of issues e.g. Equality and Diversity issues, curriculum development, learning environments, prevent strategy, marketing and promotion of courses and social media, Information Advice and Guidance, sustainability and High Speed Rail (HS2).

Learners told us that they feel welcome and respected by staff and other learners. They welcomed the posters promoting the celebration of festivals for different cultures and religions and enjoyed the awareness raising activities in classes and at events during Black History Month, Women's Day, Equality and Respect Roadshows.

We embed British Values in our work and link our Prevent Duty clearly with both safeguarding and E&D. This is how we consulted our learners on this topic:

'Prevent' is a Government-led strategy to help protect people who may be drawn into terrorism or extremism. Like all learning providers, BAES has a legal duty to include Prevent in its safeguarding of learners. This duty includes encouraging the values of "democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs" across the organisation.

A Do you have any ideas about how you would like us to make you more aware of Prevent?

B Are there any activities you would like us to consider which support these values?

- A termly learner newsletter –*Connected* - was launched in 2011-12 and increased to half-termly in subsequent years. The aim is to celebrate the diverse backgrounds and heritages of learners as well as to canvass views of learners on a wide range of issues of interest and relevance to them.
- New Equality teaching and learning resources, posters, activities and events increasingly engaged the learners in equality related activities and ensured better representation of different equality groups. Additional resources on British Values, Prevent and e-safety have been added on Moodle /Learners Zone in 2015-6 and first term of 2016-17. Learners' work and achievements are celebrated through the BAES Directory presentation events.
- The Whole Service approach to embedding English, Maths and to increasing the use of ILT through the Learner Zone resulted in higher engagement. The approach provided enhanced learning and progression opportunities and encouraged digital inclusion.

Staff Engagement

- There is good cross service representation of staff from across the service on the Equality and Diversity Group which meets three times a year and which monitors and contributes to our Equality performance and our Equality Objectives and Action Plan. The group is consulted on Equality-related developments during the meetings and via emails and feedback to SMT on the impact of these developments on the quality of the service and on the learners' experience. There are representations from both curriculum and business support staff and at different levels.
- There have been very good level of engagement of staff and volunteers in delivering and supporting equality-related celebration events during the year. We celebrated Black History month at Aston and Trittiford centres in October 2015 and Christmas celebrations were also held at some centres. Major celebrations of International Women's day took place at Saltley and Erdington centres in March 2016, with about 80 attendees. We also launched our new Equality and Respect roadshow at Sparkhill centre in June 2015 with about 65 attendees. This latter event has since gone from strength to strength and been combined with other celebration strands. In 2016-17 about 300 learners and staff were engaged in a combined celebration of Diwali, Black History Month and Respect Roadshow. Staff continued to be involved in organising fund raising event with much stronger learner engagement.
- A number of tutors were involved in the development of the electronic equality resource bank on Moodle. This is available for all tutors to use and support the embedding of Equality and Diversity in teaching and learning activities. Tutors are increasingly visiting the site and using the resources that have been developed; in the last 12 months we had about 900 hits on this site which gives us a general idea of the site usage.
- The marketing team have supported the promotion of equality and diversity through producing highly professional and effective posters on British Values and other equality celebrations and events.
- There have been increased levels of engagement in a wide range of Equality-related staff training. These are detailed in section 2 above.
- All managers have been engaged in a more structured analysis of equality data for their curriculum area and in identifying required actions to address the gaps. This will be reflected in the Equality Action Plan and the Service Quality Improvement Plans

Partnerships

Partnerships continue to be central to the work of BAES in extending our learning offer and improving access for the most vulnerable and hard-to-reach communities and individuals.

BAES has continued to strengthen its partnership working during the 2015/16 academic year working in particular with partners (internal and external) that can support BAES' employability activity.

To maximise reach into areas of disadvantage, BAES has developed partnerships with a wide range of stakeholders across Birmingham, including community & voluntary organisations, libraries, schools, children's centres and employers. These partnerships allow BAES to engage people who have been out of education for a significant amount of time, those with low starting points, seeking work, wishing to upskill in order to improve their current work prospects, as well as people who are pursuing a personal development and wellbeing. In turn, this provision allows BAES to build progression routes from Entry level to Level 2 and beyond in some cases.

During the 2015/16 academic year BAES worked in partnership with GFE Colleges, Jobcentre Plus, The Best Network, JTL, and the National Careers Service (NCS) supporting over 2000 adults. Further, BAES engaged with over 247 unemployed adults with a view to offer bespoke pre-employment training opportunities in retail, hospitality and Adult Social Care and finance securing 41 job outcomes. BAES worked in partnership with Springhill High School, Employment Access Team

and YMCA for the purpose of employment referral and recruitment .In addition, some 325 unemployed adults were supported through BAES bespoke ESOL programme.

Internal Partnership

BAES continued to lead and support the Community Learning Trust (CLT) which is a partnership of Colleges, Sixth Form Colleges, NCS and the voluntary sector. CLT members share participation data to help plan and influence the broader community learning curriculum offer in the city to ensure value for money

Family Learning

The primary focus of our Family Learning provision is to engage with hard-to-reach families from disadvantaged areas of Birmingham. We provide courses in children’s centres, early years settings, primary and secondary schools, community venues and hostels across Birmingham. Our partnership work allows us to engage with many newly arrived communities.

Our work focusses on raising achievement, aspirations and social cohesion through parental engagement. Families learn to engage more with each other and build relationships with peers and school staff. Our courses aim to create a positive, welcoming and relaxed environment in which families can enjoy learning together and have the opportunity to spend quality time with their children in an environment conducive to learning. For many parents, their personal learning journeys start with a Family Learning course.

In 2015-16 our substantial Family Learning programme engaged 2028 parents and more than 2000 children in 81 schools and children’s centres. This work was targeted to areas of high need but where the participation rates and skill levels of adults is very low.

The suite of Family Learning courses specifically addresses parents with few or no qualifications along with parents who are unemployed to help develop skills needed in the workplace.

Family English, maths and language programmes help parents to develop new skills in English and maths and enable them to use these skills both for themselves and to support their children. Wider Family Learning courses provide opportunities to engage in activities that support health and wellbeing, learn new skills and express creativity whilst providing the confidence and motivation to educate in the home environment.

Contacts:

<p>Joanne Keatley Principal Birmingham Adult Education Service Aston Community Learning Centre Birmingham, B6 6EJ</p> <p>Tel: 0121 303 7627 Email: Joanne.Keatley@birmignahm.gov.uk</p>	<p>Fatin Wana Staff Development and Equality Manager Birmingham Adult Education Service Aston Community Learning Centre Birmingham, B6 6EJ</p> <p>Tel: 0121 464 6089 Email: Fatin.Wana@birmingham.gov.uk</p>
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