



Regional Diversity Champions

Yorkshire & Humber 2010

Effectively Reflecting The Communities You Serve	Embedding Equality & Diversity
Doncaster College	Craven College
Wakefield College	University Academy Keighley
Best Limited	Shipley College

“Recognising excellence, sharing good practice”

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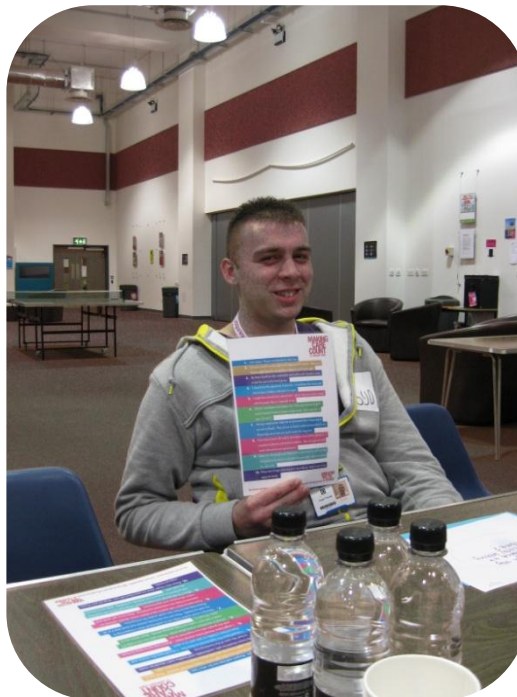


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Sarah sharing her work at Forest School during the Y11 LAC transition programme



Lloyd and the Pledge to LAC/CL

Category Winner – Effectively Reflecting The Communities You Serve

Provider name: Doncaster College

Provider type: FE College

Provider overview: Doncaster College is the largest provider of FE in South Yorkshire

Submission:

- We provide a full time dedicated support service for looked after children and care leavers wanting to access FE
- Young people's voices shape and influence the service

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The Network for Providers of Learning & Training

Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:

There is a NEET (not in education, employment or training) culture amongst LAC / CL (looked after children and care leavers) in Doncaster.

National Indicator 148 (the % of care leavers aged 19, who were looked after on 1st April in their 17th year in EET) shows Doncaster to be the worst performing authority in South Yorkshire over the past 6 years. To meet this cohort's educational need is certainly an E&D challenge, first highlighted by Sonia Jackson (1987). Jackson and subsequent research noted that certain features of the care system such as inadequate corporate parenting and failure to prioritise education can lead to impoverished educational experiences for this cohort.

There is an encouraging national focus on HE but little emphasis on the value of FE. Doncaster College appointed an Educational Champion for Looked After Children (ECLAC) in November 2008. At this time we held no record of LAC / CL learners. The ECLAC consulted young people about their experiences of FE and responses showed similar themes. The theme of other people not understanding care was prevalent amongst all responses. Feeling their lives are too complicated to consider or remain in FE was another strong message.

Groundwork, planning and interventions put in place to tackle highlighted issues :

Outreach work continued as young people's thoughts and experiences are central to the

development of the service. In response the consultation themes the ECLAC service worked with agencies and colleagues to offer and co-ordinate support for young people wanting to access FE, whilst raising awareness of Doncaster College provision and services.

One young person told the ECLAC "I just want people to understand how hard things are for me sometimes". With this firmly in mind we invited LAC / CL learners to become involved in events and activities to inform other young people, colleagues and partner agencies about care and experiences, which in turn has developed confidence, enabled young people to use their care experience in a positive way and increased their participation in College.

Approximately one third of Doncaster College LAC / CL learners have been involved in these types of activities and training.

When appointed the ECLAC noted there were no forums for young people or a (statutory) Children in Care Council (CICC). The ECLAC service partnered with the local authority Children's Rights Service to found a CICC held at Doncaster College. This helped raise educational aspirations and break down barriers identified in consultation work.

The CICC has the support of the DMBC Director for CYPS and the E&D committee at College. Through this vehicle 5 young people have applied and been successful for the 2010/2011 intake. The service has supported 4 full time LAC / CL volunteers who have worked alongside the ECLAC to develop provision.

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Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:

Young people referred to the service are tracked. At the end 2008 / 2009 24 LAC / CL achieved their qualification and of these, 16 planned to progress at College. 12 enrolled in September and of these 10 achieved their qualification in 2009 / 2010. The total number of LAC / CL to complete their qualification in 2009 / 2010 is 31, an increase on the previous year.

Statistics only tell one part of a young person's journey. One young woman Claire * was referred to the ECLAC service by her friend who was a care leaver learner. Claire was 19 and had not engaged in education since she was 14. Claire enjoyed College and her literacy improved but she left us in April. Statistics show Claire as someone who hasn't achieved yet her learning and contribution cannot be underestimated.

Anecdotal evidence is just as valuable, for example the smile on one young woman's face as we took her horse riding for the first time or the laughter from young people climbing trees in Forest School.

The service has benefited stakeholders by collaborating to develop the services offered to this cohort. The service has co-facilitated a 9 month transition programme, with Connexions and the LACE team, for all looked after Year 11's living in Doncaster. The leaving care service has a growing awareness of FE and more of their young people are accessing our provision. The CICC has been successful and will continue with young people setting the agenda.



DONCASTER COLLEGE

How partnership working and/or knowledge sharing have enhanced performance and impact:

The Year 11 transition programme, held at College, has enabled young people to explore their post 16 options, develop study skills, build relationships with each other and take part in confidence building activities.

The aim of this programme is to reduce the likelihood of 20 Year 11 LAC becoming NEET at 16. Of the 20 young people, 15 have applied to College. This programme enables the ECLAC to build a relationship with the young people and the professionals working with them. The ECLAC, with consent, informs course leaders of LAC applications to ensure maximum support from the start.

The ECLAC service supports College colleagues working with LAC / CL to provide a positive College experience, qualification achievement and progression. Knowledge sharing amongst the Student Union team has raised awareness of this cohort and some LAC / CL access the Common Room and enrichment. All LAC / CL will be targeted for cross College enrichment opportunities in the next academic year.

The ECLAC service has delivered training to College colleagues with care leavers making a significant contribution. Together with the support delivered to this cohort across College, we are developing an ethos of awareness of this group's needs.

Lessons learned through the outlined activity and further related development plans:

One key lesson learned is that supporting this cohort is more than one person's role; meaningful support is a whole College community responsibility. The service already has cohesive management and is well placed in the Counselling and Welfare department.

One planned development is the adoption of the local authority Doncaster Pledge to LAC / CL. Doncaster College is a partner in this work and the launch of the Pledge will be held at College on 29th June. Following the launch, LAC / CL learners will decide on how College will embed this and how outcomes will be measured. Outcomes and targets will be monitored by the E&D committee.

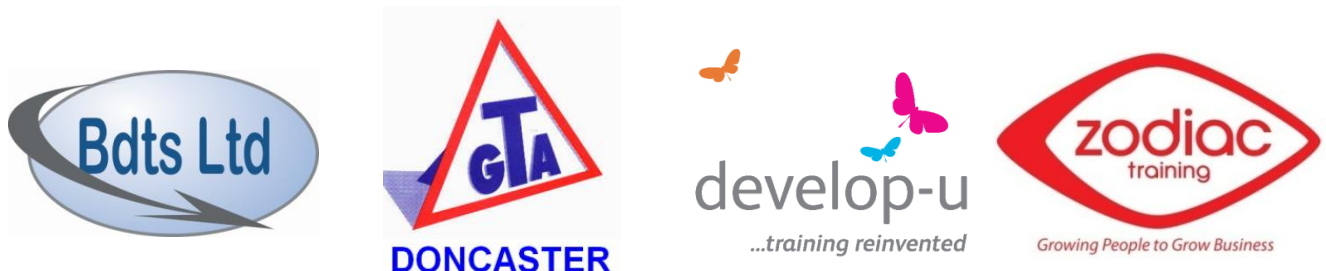
The inclusion of LAC / CL volunteers is essential to the service and future plans include again offering placements for care leavers in 2010 / 2011 and also a Social Work student placement from Sheffield Hallam University.

One point in future plans are a possible Modern Apprenticeship and / or paid seasonal work for a care leaver in addition to continuing promoting volunteering. Above all the service and College are committed to listening and consulting with LAC / CL as it proven to be the most powerful tool to work with.

Useful resources:

- ✓ Promoting the achievement of LAC, statutory guidance for local authorities March 2010
- ✓ Taking Care of Education Harker 2004

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Working with NEET young people at Wakefield College

Highly Commended Submission - Effectively Reflecting The Communities You Serve

Provider name: Wakefield College

Provider type: FE College



Provider overview: Wakefield College is the only general further education college located in and serving the Wakefield Metropolitan District and adjacent communities

Submission: Maximising participation and improving life chances for disadvantaged young people through partnership working raising aspirations and valuing the contribution of all hard to reach young people using innovative models of learning

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The Network for Providers of Learning & Training

Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:

The Wakefield district incorporates some of the most deprived wards in England. The demise of the mining industry left behind a legacy of isolated local communities which experience high levels of worklessness. This has contributed to a culture of non-participation in further education resulting in Wakefield having one of the lowest staying in learning rates in the country.

Consequently the high 16-19 NEET (Not in Education, Employment and Training) figures present its challenges for the local authority and education/training providers. One of the College's strategic priorities is to 'Inspire People to Learn' and through proactive strategies identifies innovative and targeted models of delivery which aim to capture, entice, embrace and support some of the most vulnerable groups of people in our local communities.

One major impact for the district was the introduction of the Entry to Employment programme in August 2003 and the College's challenging role as Lead Provider. More recent NEET initiatives such as the Local Authority's ESF Co-financed programme called 'Event' (August 2009) and the 'January Guarantee' (January 2010) provides the College with an outstanding reputation for partnership working and widening participation.

Groundwork, planning and interventions put in place to tackle highlighted issues :

Meeting needs and improving choice has led the e2e partnership to work proactively with Connexions and other agencies to

constantly review, identify and match the vocational aspirations of young people with the delivery offer. The partnership's Provider Base flexes in response to identified needs.

The College has responded to flexible start provision by offering vocationally focussed e2e provision leading to full-time opportunities in January 2010. Work experience, volunteering and enrichment opportunities and the ability of learners to move within the partnership where their needs and aspirations change mid-programme, have led to a high-performing environment with a positive reputation among stakeholders.

The NEET 'Event' programme offers a wide range of engagement activities and operates from various community settings at point of need. It provides opportunities for young people to gain in confidence and make a gradual transition from community settings into more formalised learning environments. Retention has been a major challenge.

For e2e, the College introduced an induction week for all learners and used the dedicated Connexions PA as a first call for support with attendance, personal, domestic issues and substance misuse. For the NEET ESF programme, YOT supplied a dedicated worker along with Connexions support; for January Guarantee, Connexions, the Transition Mentor and the Partnership's Quality Officer have provided guidance and support to staff and learners in order to maximise participation and retention.

A Transition Mentor supports young people with partnership transfers and seamless transition to positive outcomes including Remploy, Mencap or other specialist agencies for learners with disabilities/learning difficulties.

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Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:

In the past 7 years over 2,500 young people from the Wakefield District NEET have had access to education/training opportunities that would not have been available to them through mainstream provision. Over 1,300 of these learners have moved onto positive outcomes: apprenticeships, further learning or work. Success rates have steadily risen over the time of the programme and peaked at 55% in 2007/08.

The College is particularly proud of e2e's success rates for minority groups as outlined below and believes that this reflects the inclusive values it promotes throughout its partnerships. The success of recruitment to e2e, NEET 'EVENT' and the January Guarantee has significantly impacted on NEET figures as outlined below.

Sep 08 - Jan 09 (11.20%)

Sep 09 - Jan 10 (9.35%)

Whilst e2e is not qualification driven, learners achieved 176 nationally recognised qualifications and 2,661 milestones out of the 2,903 set during 08/09.

These milestones measure learners' distance travelled and indicate the number of barriers they have overcome whilst on programme. This year 125 e2e learners have undertaken voluntary placements and community projects. Over 60% of learners from the NEET ESF 'Event' programme have successfully progressed into further learning. This provision has received recognition from the AoC with an article being published in 'State of Colleges'.

Staff and learners have attended a reception at the House of Commons to recognise the College's contribution to the economic and

social well-being of the nation.

How partnership working and/or knowledge sharing have enhanced performance and impact:

Effective and high-performing partnerships/collaborative arrangements are key to success. NEET Strategy Group, College senior management, Connexions senior management and e2e Partnership Manager meet regularly to identify potential issues, review current progress and plan for future initiatives.

An example would be the College working with schools' year 11 learners to identify those at risk of becoming NEET and providing strategies for successful transition to a range of programmes including e2e and dedicated summer school provision.

The e2e partnership management group includes Connexions Manager and Local Authority representative who meet regularly to discuss/monitor progress, quality issues and proposals for additional provision and the development/implementation of initiatives such as volunteering, work placement and enrichment.

The e2e practitioner focus group enables all training provider delivery staff to meet and share good practice; College staff have facilitated training and sharing of good practice in areas such as Dyslexia and Autism whilst other initiatives have been led by the College's dedicated e2e Subject Learning Coach.

External guest speakers are invited to deal with drugs awareness, sexual health, Youth Offending and employer engagement. It is led and supported by the College's e2e partnership staff. Extended partnerships include YOT, Barnardos, Mencap, Remploy among others.

Lessons learned through the outlined activity and further related development plans:

The College believes that a multi-faceted approach to solving what is a multi-agency issue is the key to success and that through its various partnerships it has maximised the life chances of disaffected young people in NEET. Some examples of key activities are highlighted below.

- Seek the views and aspirations of young people to design innovative provision to attract, sustain and progress them to positive outcomes
- Provide information events to NEETs and those on feeder programmes enabling them to explore their opportunities in a non-threatening environment.
- Provide effective induction activities including the opportunities for identifying, agreeing and implementing support where learners appear to be 'at risk' of early disengagement
- Build networks of support agencies to agree, implement and review the referral, support and transition protocols
- Facilitate regular strategic meetings to ensure that people at the highest level influence the strategy for success
- Provide opportunities for sharing of good practice regarding recruitment, engagement, on-programme activities, enrichment and progression ensuring that young people receive the very best experience and chance of success.

Much of what has been learned through working with NEETs will be carried over into modelling foundation and further pre-foundation learning provision.

Useful resources:

- ✓ www.wakefield.ac.uk – College website
- ✓ www.e2ewakefield.co.uk - Wakefield Partnership e2e website
- ✓ Connexions Partnership Agreement
- ✓ The YOT Protocol

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A group of 50+ clients in a session at Best Limited

Short-listed Applicant - Effectively Reflecting The Communities You Serve

Provider name: Best Limited

Provider type: WBL

Provider overview: BEST provides training programmes that give people the right skills to find the right job. We also work with employers from across Yorkshire to help them recruit and develop the very best staff

Submission: Promoting age equality by: overcoming barriers and changing the mindset for over 50 plus unemployed people increasing the numbers of older people returning employment

Author email: info@best-train.com

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Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:

Within one of the Bradford centres the Manager noticed a local trend of older unemployed people not being as successful as younger people in gaining employment. This was mirrored in centre with the New Deal customers attending the intensive job search programme.

Other issues were also identified while in centre; the customers were not mixing well with the other groups of the different age ranges, the older customers were withdrawn from the group sitting in the corner not interacting with the group and not undertaking in job searching activities. Also the older customer were not getting the same service and support as the more vocal and demanding younger customers.

The older customers especially in the 50 plus range also had different barriers including their different mindset of believing they are old, therefore are old and can't get work due to their age. This identified that the service for these older customers needed to be changed in order to improve contractual targets and dissolve any inequalities within the different age groups.



Business Employment Services Training Ltd

Groundwork, planning and interventions put in place to tackle highlighted issues :

The Manager invited the 50 plus customers to attend a focus group to air their concerns with the programme. It was identified they had a different range of barriers especially with regards to their mindset and negative view points, lack of IT skills, difficulty mixing with the younger customers due to their disruptive behaviour, swearing and lack of respect.

The group also identified issues regarding the lack of training session, the delivery style of 'talk and chalk' was not suitable as the preferred style was to be on one to one coaching or through groups working together, mentoring each other.

The next step was to trial a specific group for 50 plus, so the tutor could target the individual barriers, not all the 50 plus customer wanted to move into a group specially for 50 plus. Therefore a few stayed in their group, which could be used as a control group to compare both groups. The tutor that was chosen to oversee the 50 plus group possessed great listening skills, patients and excellent IT skills.

The tutor develop specific training session to overcome barriers, to develop confidence through group work, and gain IT skills through one to one tuition. The training room was rearranged so that everyone could sit together and work together.

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Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:

Over the first 6 weeks each customer completed a questionnaire to monitor the improvements, instantly motivation and self confidence improved, by the tutor addressing specific barriers.

The biggest hurdle to overcome was the customer mindset to gaining employment due to their age. To help with this the Manger enlisted an outside company called Artwork to work with the group on changing their attitude. One of the greatest achievements was the improving percentages of customers going onto placement.

Previously it was very hard to convince the customers of the benefits of placements, as they saw it as 'slave labour', but with the new found confidence more customers went onto placement gaining new skills and experience, plus another way into employment. In a recent customer survey the centre received great praise from the 50 plus group, with comments stating how important it is to have an over 50 plus group and should be rolled out to other centres and how useful the IT sessions are.

For example one comment was 'the 50 group and the computer session are great. I have never used a computer before and now I am able to use internet and email.'
'The 1-2-1 support and advice in the 50 groups is the main reason for me gaining employment. I have regained confidence and self belief, the tutor is great and helpful.'

Job performance improvements didn't happen immediately but over time the jobs started to roll in. Previously In the first 3 years of the contract we ach 19 jobs. Since the start of 50 group 1/5/09 to present we have 21 jobs in one year! Due to achievements the 50 plus group was having, a 40 plus group was set up to tackle their own personal barriers, currently this is monitored.

How partnership working and/or knowledge sharing have enhanced performance and impact:

Working with Artwork to help tackle individual mindset on seeing themselves as 'old' therefore unemployable. Artwork worked with customers in a group environment and on one to one coaching to help tackle low motivation. Artwork also worked with the tutor to develop his skills to be able to challenge the customers barriers.

The programme was delivered over 3 weeks and was welcomed by the customers. Unfortunately this programme could only be delivered as a one off due to funding and cost of the programme. Now the tutor delivers training sessions improving confidence through group work.



Business Employment Services Training Ltd

Lessons learned through the outlined activity and further related development plans:

Still having retention concerns within the first week of the programme, due to all customers attending the same inductions, therefore some of the older customers find it difficult to mix with the under 25 customers. Unfortunately due to the numbers it is not feasible to have separate inductions. The 50 plus group has only been running for a year so the monitoring of progress is ongoing.

When the initiative was first set up the group were all at the same place, now with customer leaving and joining the group changes its dimension, with customer helping and supporting the new customers to the group .

Currently set up a development group to look at improving the centre across all centres for over 25 plus customers. Working with placement providers to promote age equality and eliminate age discrimination, building good working relationships with employers to see the advantages of recruiting older people. Within the centre now established a 40 plus group to support their particular barriers.

Useful resources:

- ✓ Listening to the customer to understand their own individual barriers.
- ✓ Developing specific IT training for the specific age group.
- ✓ Though one to one and group work to improve self confidence.
- ✓ Promoting age equality to placement providers.

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Telephone: 01472 311222 ext.428 | Email: eastcoastdiversity@grimsby.ac.uk

Equality and Diversity



Our Ethos

Promoting equality is not the same as treating people equally. At Craven College we believe it is about treating one another with respect and dignity.

Celebrating diversity is important to the college, we treat people as individuals, welcome differences – creating a culture of inclusiveness.

Our Commitment

- To advance and promote equality of opportunity and to foster good relations between diverse groups within the college and our wider community
- To eliminate discrimination, harassment and victimisation

Safeguarding

Craven College will ensure that:

- You learn and work safely in a safe environment
- You are protected from abuse by others

Case Study



Category Winner - Embedding Equality & Diversity

Provider name: Craven College

Provider type: FE College

Provider overview: Medium Sized Rural General FE College with diverse provision, spans 11 sites, employs 850 staff

Submission: Utilisation of LSIS and LSC guidance to create an audit tool for staff teams to measure the impact of their work

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Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:

As a rural college, with niche & diverse provision, spread over 11 sites with 70% of the staff team part time and term time only, cascading any initiative provides a challenge. The drivers behind this initiative included the need to prepare for the implementation of the Equality Bill in October 2010 and to ensure that good practice was inherent in all teams irrespective of job role and location.

The challenge was to ensure that all members of staff were aware of their individual responsibilities to measure the impact of their work to ensure good practice. Moving the mind-set of the staff teams from one in which good practice was taking place to one in which good practice still took place but was measured, adapted and differentiated according to the needs of the learners. As part of this process the Principal took the lead role in making this a strategic priority and is advised by the Equality Manager and the Equality and Diversity advisory committee, which has representatives from all of the 34 teams within the college.



Groundwork, planning and interventions put in place to tackle highlighted issues :

We undertook an audit of where we were in terms of embedding E&D into our practice. This was completed in September 2009 by the E&D Manager and the Staff Development Manager and an action plan drawn up. We prioritised Sexual Orientation and Faith & Belief and the need to measure impact.

The decision was taken to explore different methods of delivery in order to meet a range of staff needs, to create a more interactive, discussion based approach. The first step was to measure the impact and level of embedding across college. We felt that LSIS/LSC guidance (2009) was an effective and useful document, however was outfacing and onerous for most staff to access.

The good practice and action points were lifted to create a set of audit tools, which were specifically targeted to ensure that the roles and responsibilities of all the discrete teams were highlighted. A training day in February 2010 provided the platform to allow individual teams, with support, to work on their action plan. These action plans are now used to inform the self-assessment process and will form some of the basis for our consultation for the Single Equality action plan. We identified the need for training in awareness of Sexual Orientation, Faith & Belief and Transgender. A roadshow to raise awareness was delivered to all teams at a time that suited. On evaluation, to achieve further embedding, the E&D team would deliver a pre-prepared session to their own teams.

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Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:

The greatest impact has been the standardised delivery and experience received by 850 staff across 11 sites, and a consistent experience from the student perspective. One of the outcomes of this was a student volunteering, unprompted, to represent LGTB issues on the learner council. Staff report that they feel more confident in the discussion of issues, planning practice, use of correct terminology and compliance with the law.

The interventions have raised the profile of E&D across the college. Staff have requested materials used to share with their own learners as part of curriculum enrichment.

A further impact has been in terms of increased community cohesion and participation. An example of this is a member of staff who, along with students, has become a member of a local Asian community group who are taking actions to visibly increase interaction between different ethnic backgrounds and faiths, e.g. walking together into the town centre and sitting together in a cafe.

Organisationally, the focus of the curriculum performance has been raised, managers report termly through a performance review to demonstrate, among other areas, progress on E&D action plans, to ensure they are kept live, current and up-to-date. In the past we have rated our E&D practice as good. Now we believe that E&D is at the heart of policy and practice within the college. As a result of the audits we are further embedding our impact assessment beyond policy and procedure to include practice, structural change and curriculum.

How partnership working and/or knowledge sharing have enhanced performance and impact:

The organisational impact of this series of interventions has not only met the requirements of the Single Equality bill but also has brought the college closer together as a community. This community of practice will always be a challenge due to the 11 sites making up the college, as well as the part time nature of the staff.

Within this intervention all staff have been involved, from the reception teams to the estates teams, student services and teaching staff. Through this initiative we have broken down a significant part of the old culture and introduced a new one. This process has aided the changing of a culture that was inherent within the college, where "all staff" sometimes was perceived as just teaching staff.

Staff have become more aware of the challenges facing students and teams across the college and appreciate the challenges within each others roles and responsibilities. The decision to train E&D advisory team has cemented the teams role as a "local champion" through the delivery of training to their teams, thus raising the profile and responsibility for E&D across the college, as well as communicating a very clear message that E&D matters to us all.

Lessons learned through the outlined activity and further related development plans:

A key lesson learned through the process was the confirmation that staff need to be taken on a journey rather than be force-fed initiatives. To embed one issue firmly before moving on has allowed teams to digest, develop and evaluate their own practice along the way.

The audit has broken down some staff perceptions that E&D is the responsibility of the manager or the advisory team. E&D is now firmly placed within the mindset of all staff.

For the future, any new job descriptions will have a general E&D statement, as they do now, but also specific requirements for E&D responsibilities within each role.

Within the introduction of the Equality Bill 2010 we will train the advisory committee to update staff on their responsibilities under the bill and carry out training into gender reassignment, marriage and civil partnerships, pregnancy and maternity and procurement. In 2008, 180 members of staff completed the NCFE Equality & Diversity Level 2 qualification. The initiative this year has built on that and led to more staff wishing to complete the qualification. This demonstrates the positive and proactive way in which the college views Equality and Diversity.

Useful resources:

- ✓ LSIS/LSC Guidance "Equality and diversity in self assessment (2009)
- ✓ Visible and Valued - LSIS sexual orientation awareness
- ✓ BC websites relating to Faith and Belief
- ✓ SMSC Report LSIS (2010)

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Artist's impression of the new UAK school

Highly Commended Submission - Embedding Equality & Diversity

Provider name: University Academy Keighley

Provider type: FE

Provider overview: A multi cultural school comprised of children of White, Pakistani and Bengali communities. Green-head has had to rise to numerous challenges as a result of the cultural and religious influences that our young people have grown up with.

Submission: Excellent links within community, continually aims to enhance progress of achievement.

Author email: naziakazi1@hotmail.com



Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:

University Academy Keighley (formerly Greenhead High School) is a multi cultural school comprised of children of White, Pakistani and Bengali communities from the Keighley area. UAK has tried to overcome the many issues that our students have presented us with.

Gang culture is a particular problem; it is drug related and geographical. The boys particularly aspire to these gang leader role models. Another challenge is raising the aspirations of students from families who have little or no experience of Higher Education.

OFSTED identified “approximately half of the student population have an identified learning difficulty and/or disability and the number of students with a statement of special educational needs is above average”. UAK has needed to ensure that attainment in a quantifiable form was available to all pupils, including those of lower abilities.

UAK has tried to address these problems swiftly and effectively. We have tried to incorporate various initiatives in an attempt to provide our pupils with the best possible opportunities so that they can go on and allow Keighley to be known as a true multi-cultural town where equality and diversity among races, abilities, faiths and sexes is the norm.

Groundwork, planning and interventions put in place to tackle highlighted issues :

UAK has developed a variety of strategies to tackle the issues outlined, where young people

can be actively involved in creating a more tolerant and accepting environment where diversity is accepted as a valuable aspect of society.:

- Diverse curriculum that is easily accessible by all
- Personalised pathways at Key Stage 4
- ‘Stage not age’ basis-many of our pupils take their GCSE’s early.
- Foundation Learning Programme
- SEN department provides a part or fully alternative curriculum.
- Paralympics Club for disabled students of the locality. Many of our young people have seen great success through this club.
- We have a highly focused 4 yearly information gathering system called 4 I’s; Information, Identification, Intervention, Impact.
- Embed SEAL (social, emotional aspects of learning) PLT’s (personal learning and thinking skills) and 6R’s (responsibility, resilience, respect, resourcefulness, reasoning and reflection) into the school ethos.
- A Breakthrough Boys group in years 10 and 11. The scheme offers boys the opportunity to breakthrough the typical stereotypes.
- The ‘Living for Sport’ scheme at Greenhead allows for interventions. We have planned for similar role modelling and personal development opportunities with the introduction of vertical tutoring in September.
- The foundation, RE and Citizenship and PSHE schemes of work are closely linked to teach respect for others and to identify and appreciate diversity.
- Charity work at different times throughout the year including Children in Need, Red Nose Day, Sport Relief and the Worlds Largest Coffee morning.

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Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:

The interventions, policies and strategies outlined above are just a few of many. Collectively however they have made a significant impact on our pupils, the school and community on the whole, in an area with 'higher than average social and economic disadvantage'.

- OFSTED recognised in the schools recent inspection that while the "Standards on entry to the school are exceptionally low", that the school does not let this hinder pupils progress. (Ofsted 2009)
- 2009 5 A* - C 33% including English and Maths, up from 27% previous year.
- Citizenship achieved 55% A* - C; Religious Studies achieved 65% A* - C.
- NEET's down from 8.9% to 2.8% 2009.
- 87% of Year 11 students remain in learning in Sixth Form or College.
- 80% of Year 13 remain in learning either at University or College.
- 7.7% went into Work Based Learning
- The work experience programme has been particularly successful, 85% of students rated by employers as good or better.

How partnership working and/or knowledge sharing have enhanced performance and impact:

- UAK forms an Associated Sixth Form with Holy Family School which pupils have the opportunity to study a wide variety of courses across the two schools.
- This association also strengthens race and faith links. "Through successful partnerships and collaboration with other institutions this relatively small sixth form is able to offer a good curriculum supplemented by a broad enrichment programme". (Ofsted 2009).
- UAK has worked with local mosques, this has helped pupils to eradicate ideas of hostility between the two organisations that some pupils have.
- UAK works closely with Bradford College in providing placement for trainee teachers. We have won numerous awards for the work we do.
- OFSTED were confident that "the school has been proactive in leading initiatives locally for other schools and fostering links with parents to promote a shared commitment to improving community cohesion".
- 'There have been no recorded racist incidents...the school demonstrates a strong commitment to addressing issues related to equality and diversity.

Greenhead reopened as the University Academy Keighley in September 2010, the main sponsor being The University of Bradford. In 2009 Ofsted recognised the university link had on our pupils aspirations.



Lessons learned through the outlined activity and further related development plans:

What has been highlighted is UAK is not simply an education provider; there are many other duties such as pupils' financial, personal and social development. We have recognised that many of the disadvantages that our pupils begin UAK with need not be a hindrance because with careful guidance, interventions and clear roads for progression that are suited to each young person individually every child can achieve to their fullest just like pupils in any other school.

Student Voice indicates that bullying is rare and that any incidents are dealt with swiftly and effectively. "The majority of students enjoy coming to school and demonstrate positive attitudes". (Ofsted 2009). There is "good social and cultural development." (Ofsted 2009).

All departments consider how equality and diversity can assist with community cohesion in their planning on whole school training days where issues surrounding community cohesion are discussed. In the future we would like to see the high standards we have set maintained. We would also like to diversify the school experience by involving more non Asians into the learning process, by attracting a more diverse cross section of society as well as involving more external agencies with the delivery of the curriculum.

Useful resources:

- ✓ Equality and Diversity in Education: Experiences of Learning. by Felicity Armstrong, Mary Masterton, and Patricia Potts (Paperback - 22 Dec 1994)
- ✓ Inclusion, Equality and Diversity in Working with Children (Professional Development) by Ms Sue Griffin
- ✓ Diversity, Equality and Achievement in Education by Ms Gianna Knowles and Mrs Vini Lander

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Shipley's Student Affairs Committee which is made up of Students, Senior Managers, Principal and a Governor.

Short-listed Applicant - Embedding Equality & Diversity

Provider name: Shipley College

Provider type: FE College

Provider overview: Shipley College is a small general further education set in the world heritage site of Saltaire, on the outskirts of Bradford. The college has approximately 600 major programme students with a diverse profile.

Submission: Working innovatively with a number of external partners, proactive in our approach to challenging discrimination

Author email: hsavage@shipley.ac.uk

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Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:

Historically, Bradford has faced racial tensions due to its diverse population. Shipley College provides a learning environment where the students are challenged to develop mutual respect based on knowledge and understanding of each other's cultures. In addition, Shipley College has been innovative in its approach to widening participation, working with a local University to explore independent transition arrangements for its LDD learners as they progress into HE.

Three years ago, white working class lads were highlighted as underachieving, which led to an innovative partnership approach to address this issue. Recently the college has appointed a new Principal, Nav Chohan. Under his leadership the college continues to be committed to a whole college approach to challenging discrimination.

Groundwork, planning and interventions put in place to tackle highlighted issues :

A whole college approach has been taken to challenging discrimination: The college has invested in an on-line staff development tool to support all staff. The cross college scheme of work for PSD, followed by all major programme students, ensures that students spend the first half term of each academic year, developing knowledge and understanding of each others diverse backgrounds.

This half term culminates in displays around

college which are then shared with part-time students.

Quality processes have been developed, which include teams across the college reflecting on their equality and diversity data and using it to inform their action plans. The quality process is further enhanced by a themed observation week, 'Equality and Diversity' which highlights any strengths and weaknesses across all of the college's provision.

The democratically elected Student Council is also mapped against equality and diversity categories, with additional representation being sought where appropriate.

When setting up innovative working, such as the LDD HE Transition project as well as the White Working Class Boys project, external funding and partnership arrangements have been found. This led to working with a local University with the former including them hosting a summer school.

The WWCB project initially involved us having a dedicated Personal Adviser on secondment for two years through collaboration with the local Connexions service. During the last year, he has now begun to work full-time for the college in a post partially funded by the Local Authority under the Connexions service, in a unique partnership arrangement.



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Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:

In the May 2010 externally analysed QDP survey, 97% of white learners agreed that the college made sure that students were treated equally. 98% agreed that their Tutors treated them fairly. This is by comparison with 95% and 94% of Pakistani learners, 94% and 100% of Bangladeshi learners and 100% and 97% of learners who declared a disability.

These statistics serve to highlight how students feel they are treated within college. Referring to our work within widening participation, of the Level 3 completers 2009, 51% were ethnic minority students of whom 84% progressed to HE. 50% of the eligible 'white working class boys' project cohort also progressed to HE.

During the 2008-2009 academic year, three of the cohort were interviewed for a BBC Radio 4 programme which was broadcast in December 2008. The good practice has been shared through Aimhigher conferences and PA networks, but still needs to be shared with a wider audience. LDD learners have developed their confidence through the Transition project by being involved in consultation about accessibility issues with another University which has been developing a student resource for use remotely across West Yorkshire.

There are numerous case studies of LDD learners whose self confidence has been built as a result of them being involved in the student Council and the Student Affairs Committee. This work has been highlighted through the LSIS Post 16 Active Citizenship undertaken through the College.

How partnership working and/or knowledge sharing have enhanced performance and impact:

Although a small college, Shipley College has continued to find innovative ways of working with local partners. The white working class boys project has involved working collaboratively initially with Aimhigher and Careers Bradford, then Aimhigher and Aspire-i as CB re-branded, and subsequently to being partially funded through the Local Authority as part of the Connexions contract.

Initially this meant a dedicated Personal Advisor was seconded to the college, but such is the need of this cohort, that the local authority agreed to partially fund the college to employ the PA to extend his work to a wider audience. This was in recognition of the success of his work, but to extend it to where the focus of need had moved.

The LDD transition project involved the College's LDD Coordinator working with the Leeds Metropolitan LDD team, under the funding and guidance of West Yorkshire Aimhigher. Modules of work were developed as well as visits and a summer school, in consultation with the learners.

The objectives were to encourage learners to take ownership of their own transition arrangements into HE. Other smaller partnership working has proved more challenging, however the college remain determine to find new ways of working.

Lessons learned through the outlined activity and further related development plans:

A whole college understanding and commitment is vital to this work. By focusing on equality and diversity as a themed week, a clear message is shared with staff, as well as an opportunity for them to reflect on their teaching and learning, as well as the learning environment. This benefits all.

A proactive approach to partnership working is also key to ensure that the impact is maximised for the learners for example working with Universities, the Connexions service as well as smaller agencies.

However, the overwhelming lesson learned has been to actively listen to our learners. They are the experts in their own diversity category and can help us to learn and develop our teaching, resources and plans to be customised to their needs. By staff and students working collaboratively, we are able to cultivate an environment of mutual respect. Our development plans include establish more effective ways of canvassing the opinions of all of our stakeholders as well as sharing good practice.

Useful resources:

LSIS Post 16 resources:

- ✓ We all came from somewhere
- ✓ Agree to disagree
- ✓ Quick guide to Citizenship and Social Cohesion
- ✓ Oxfam education pages

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