



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

Short-listed Applicant - Effectively Reflecting The Community You Serve

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

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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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