



EQUITY, EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT **2022/23**



THE **LEARNING DESTINATION OF CHOICE**

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HIGHLIGHTS 2022/23

FOREWORD

Here are just some of the key highlights showing the range of activities that demonstrate where we make our differences our strengths:



Achievement gaps linked to gender, learning difficulty, disability and ethnicity have continued to narrow:



92.9%

of learners who had a high learning need with an Education and Health Care Plan achieved their qualification



89%

achievement for learners with looked after status



89.9%

achievement for learners who declared as an ethnic minority



98%

of learners have a good/better understanding of the need to work well with people of different types and backgrounds and value everyone's contribution



97%

of learners felt safe whilst at the College and in other learning environments



86.7%

achievement for pregnant students and young parents



Successful launch of the College's Wellbeing Day for all staff



£5000+

More than £5000 has been raised for the College's chosen charities - Friends & Families of Special Children and The Children's Ward at Derriford Hospital.



The welcomed opening of our staff lounge with free food and drink, providing a comfortable space for staff to take a break, reflect and to catch up with colleagues.



£30066

The College food bank has now raised £30,066 to go towards supporting students, their families and our local community.



I am immensely proud to introduce the Annual Equity, Equality, Diversity and Inclusion Report for City College Plymouth. Creating and maintaining a culture of respect, ownership and integrity, celebrating diversity, and breaking down barriers to success are core values central to our work. Despite the challenges of 2022/2023, I am extremely proud to share this report and to celebrate our successes, provide insight into some of the activities undertaken over the past year, and to identify the progress we have made towards our published equality and inclusion objectives.

We celebrate diversity and inclusion within our College community and recognise the strong and positive reward that it brings to both our student population and our workforce. In an increasingly diverse world, we recognise that we have responsibilities to ensure that all students learn the importance of core values to help them live and work within modern British society.

This report takes stock of our position at the end of 2022/23 against our policy objectives, and sets out our 2023/24 priorities. At our most recent inspection in March 2020, Ofsted commented positively that learners feel safe because staff care for them and provide them with effective support when they need it. Continuing progress is being made to narrow achievement gaps for disadvantaged learners.

I hope this report provides an insight into how much we have already accomplished and how we plan to continue championing a culture of respect, ownership and integrity through advancing equality, diversity and inclusion within our College community.

Jackie Grubb
Principal and CEO

CELEBRATING EQUITY, EQUALITY, INCLUSION, DIVERSITY AND OPPORTUNITY

KEY INITIATIVES AND ACTIVITIES

City College Plymouth is proud of its diverse community of students, staff and visitors. We are committed to creating a positive environment where everybody is treated with dignity and respect through a culture of shared values in behaviour and attitudes and we value, welcome and actively celebrate the benefits that diversity and difference bring to the College and our community. We have a clear and visible commitment to embedding equality, and our work practices demonstrate this through:

- prioritising a respectful culture which discusses and challenges prejudice
- valuing and celebrating the reward that diversity and difference bring to the College community and our society
- providing opportunities to learn about difference and promoting the benefits of developing knowledge and skills that improve personal and communal relationships
- acting swiftly to maintain a safe environment where discrimination, harassment, intimidation and bullying in all its manifestations are challenged
- advancing equality of opportunity between people who share a protected characteristic and those who do not
- expecting all members of our community to share our vision and values of respect, integrity and ownership for equity, equality, diversity and inclusion
- being clear with those who work and learn with us about the inherent values for life and work in modern British society.

Accreditations

The College continually benchmarks itself against national standards and proudly holds various accreditations. These include Investors in People, Investor in Careers' Matrix, the Association of Colleges' Charter for Excellence in International Education and Training, Healthy Colleges Quality Mark, 'Fairtrade' status, and the Association of Colleges' Mental Health and Wellbeing Charter. Additionally, we are a Stonewall Champion and participate in the Government's Disability Confident scheme, promoting the talents of individuals with disabilities in the workplace.

Stonewall

The student council was instrumental in the College being accredited as a Stonewall College Champion. This membership demonstrates the College's commitment to ensure our LGBTQ+ community feels valued, respected and represented. The College will champion the LGBTQ+ community, challenge bullying and celebrate diversity, so that all LGBTQ+ people can reach their potential.

The Student Council has a clear plan to gain 'Bronze' accreditation during the 2023/24 academic year, which will highlight how we are leading the way in celebrating diversity and supporting City College's LGBTQ+ community.

AoC Beacon Award

The College was highly commended by the Association of College's group (AoC) through its annual Beacon Award celebration. The College was commended for the 'Support given to Students'. This was specifically recognised through the work undertaken in responding to the needs of our student community who were struggling financially, emotionally and unable to afford basic food and hygiene items.

Breakfast Club

This is the twelfth year that the College has offered a free healthy breakfast to all students with 31,166 being provided. At the request of the student council healthier options have also been included in this free offer and has proven to be increasingly popular.

Chaplaincy Team

Throughout the year our multi-faith chaplaincy team became well established and offered moral and spiritual support to students and staff through weekly drop-in sessions throughout the year. The team also hosted and supported key celebrations, such as Remembrance and the Christmas Carol Services. In addition the chaplaincy team have been constant visitors to the Lighthouse Wellbeing Centre, offering individual student support when requested.



CityPlym COMMUNITY SUPPORT HUB

Pastoral support further reinforced students' personal development by offering mentorship, guidance, and a sense of community. Dedicated pastoral care ensured that students had a support system in place to address not only academic challenges but also the social and emotional aspects of their lives. These were supported with resources such as:

- Free and subsidised meals
- Gambling awareness support
- Free bus travel from the city centre to College
- Newborn baby packs
- Homelessness pack
- Free sanitary products
- Free Pregnancy tests
- Free contraception
- Provided household products
- Fuel poverty support
- Food hardship support
- Christmas hampers
- Student enrichment activities

Christmas Hampers

Each year collections are made and through amazing donations with 52 hampers being distributed to vulnerable students and their families across the local community.

Community Cafe

Students from Skills Development courses successfully continued to provide a popular community cafe based in the Deli at Kings Road. They raised over £350 for Macmillans Trust. This provides a great opportunity for the local community to meet our students and eat some amazing food.

Mountbatten Centre

A new environmental project was developed where our students planted wildflowers and trees to encourage local wildlife and provide an area for local people to use as an area of wellbeing and contemplation.

Black, Asian and Minority Ethnic (BAME)

Throughout the 2022/2023 academic year, training sessions, events and meetings have taken place resulting in the running of several informative campaigns, aimed at raising awareness amongst our staff and students. The most notable of these was the sustained 'Black Lives Matters' campaign which ran during October 2022, which was educationally supported by an informative student tutorial package.

Throughout October we supported the Black History Month celebration. As well as raising awareness through a range of promotional material and events, we have also hosted weekly Cultural Food Demonstrations in partnership with the Diversity Business Incubator.

As a College we also joined the AoC Black Leadership Group which has enabled the College to evaluate and modify its working practices including a review of its curriculum, marketing campaign, staff recruitment and internal system changes.



Mental Health and Wellbeing

Student wellbeing is a critical component of a positive student experience. We have invested significantly in mental, emotional, and physical health support to create an environment where students feel supported and safe. Wellbeing initiatives, including wellbeing advice, counselling services and mindfulness programs, Mental Health Awareness week and therapy dogs have equipped students with tools to manage stress, build resilience, and maintain a healthy balance between academic and personal life. Specifically during the 2022/23 academic year the College launched the Lighthouse Wellbeing Centre providing a dedicated facility for students with pastoral support, wellbeing advisors and counselling teams, and provides a secure space for students who might be struggling with their emotions or anxieties.



Supported Internships

The supported internship programme continues to build on last year's success. Based at Derriford Hospital, Plymouth City Council and more recently City College Plymouth. The internship programme assists young adults with learning disabilities to obtain real life work experience and to gain paid employment. Year-on-year, more than 72% of Project Search graduate interns move into full-time employment and this year 85 % of Council internships have gained employment, continued with their education or moved on to voluntary opportunities.

Community Action Projects

Opportunities for the learners to take part in community action projects are suitably matched to the needs, interests and abilities of students. They are planned well and underpin the acquisition of 'essential skills' and key British values. Volunteering opportunities have included:

- Skills Development students supporting litter-picking projects to help clean the environment
- Conservation work at Burrator and College Woods
- Students continue to raise money through regular plant and food sales to support chosen charities.
- Students help to support a weekly community café at Stoke Damerel church.
- A group of students working with Funky Llama volunteering to put on a show for the local community

Lesbian, Gay, Bisexual, Transgender and Questioning) (LGBTQ+)

Every year, the College students and staff join the rest of the UK in marking Lesbian, Gay, Bisexual and Trans (LGBTQ+) History Month and take part in the Pride Plymouth to embrace and celebrate the diversity of the LGBTQ+ communities.

STUDENT VOICE AND STUDENT COUNCIL

Student Voice

Student voice is the cornerstone of student empowerment and personal development. Our students are given opportunities to express their opinions, ideas, and concerns, and develop a sense of ownership over their educational journey. This involvement in decision-making processes fosters critical thinking, communication skills, and a deeper understanding of the value of their contributions. The student council meets with the CEO/Principal monthly and contributes significantly to the strategic direction of the College.

A strong and effective student voice reinforces the importance of democracy. Learners feel that the College listens to and acts on their views and their satisfaction has improved significantly over the last six years. Their views are supported by the 'You Said – We Did' campaign which is highly visible across the College. This demonstrates the importance of reiterating what students' said and how effectively the College has responded to their views.

Regular internal curriculum deep dives take place in vocational areas whereby students are offered the opportunity to attend student forums and complete surveys that allows them to evaluate the quality of education offered to them. This encourages student engagement and voice so that their perspectives and experiences are taken into consideration when evaluating the College's services offered and also continual improvement based on real life experiences raised by the student, evidencing a student-centred College.

Examples of positive feedback received during the 2022/2023 academic year includes:

- *'I'm autistic and I've been taught in a safe and comfortable manner how to reach out of my comfort zone and talk to people I don't know'.*
- *'I have built up my confidence on stage, if I mess up, just keep going'.*

- *'I really don't know where I would be without the help and support of the college food bank and the help, support and guidance provided by the amazing SU team'.*
- *'The college support has helped my children and myself by being able to have a warm meal every day for the week'.*
- *'I would like to thank the City College Plymouth food bank for helping me and my partner during a difficult week when we moved to Plymouth'.*
- *'The level of support has been amazing, especially from the student liaison team who are always on hand to provide help and address issues as they arise'.*
- *'You're a great person and great at what you do! Thank you Student Pastoral team'.*
- *'I would have been homeless, destitute and starving without the unparalleled support of the SU team'.*

Student Council

- The elected Student Council represents our diverse student body, and champions the student voice. More than 210 students took part in the elections with representation from the whole College community. During 2022/23 the Student Council had a significant impact in shaping management thinking and in creating new representation for minority groups in the College.
- The SU President and Chair of Council continues to represent the student body at all Governance meetings.
- Monthly meetings held with the CEO/Principal.
- Informal monthly lunch meetings held with the Student Experience Manager.
- Attendance at key committee groups such as: Equity, Equality, Diversity and Inclusion Committee, English & Maths Strategy Group and the Health & Safety Committee.

CURRICULUM ENGAGEMENT

Curriculum Engagement

There is good awareness of the importance of diversity; learners understand the need and importance of working well with people of different types, backgrounds and cultures.

Chinese students studying at City College Plymouth shared their celebration of the Chinese New Year by hosting events to celebrate the Year of the Ox. Once again this year, students hosted a College party where their peers could sample a range of traditional Chinese cuisine and then enjoy some traditional party games and a special prize draw.

Throughout 2022/23 ESOL learners have undertaken a wide range of enrichment and work experience with organisations, such as Livewell Southwest, The Zone, and Devon and Cornwall Police to support integration both within the College and with our wider community. In addition, they have visited historic parts of the city to develop their cultural awareness and communication skills. Specifically our 16-19 ESOL students took part in volunteering activities to widen their knowledge of British culture and the local environment. The students gained experience of employment in Britain by working with the Horticultural Therapy Garden Project in its local community allotment project; Dartmoor National Park Youth Work Projects; and, Park Life Tree conservation work in the South Hams.

Learners have developed personal, social and employability skills through enterprise activities such as a fundraising plant sale and food sale and in their weekly taught employability classes. Learners have been informed of progression routes by class visits to our numerous vocational areas, GCSE and Functional Skills English and Maths classes, Access and Computing as well as the College's Careers team.

Democracy

Promotion of key values to help prepare our learners for work and life in modern British society has continued. To enhance the student experience, members of the Youth Parliament UK and Plymouth Participation Team held a series of drop in events and workshops to discuss numerous topics, youth parliament and raise awareness of the democratic process and the individual's right to vote.

Students have also used their vote to elect the 27 new Student Council members, who were responsible for promoting Equity, Equality, Diversity and Inclusion across the College community, including raising awareness and understanding of LGBTQ+, being safeguarding ambassadors, and supporting College campaigns to raise awareness of Equity, Equality, Diversity and Inclusion matters.

Enrichment

Enrichment activities play a pivotal role in expanding students' horizons beyond the traditional curriculum. Whether through sports, arts, clubs, or community service, these experiences allow them to explore their interests and talents. Exposure to diverse activities contributes to the development of skills such as time management, teamwork, and adaptability, enhancing their personal and social growth. These are supported by events and activities such as: street factory, learn to live, black lives matter, LGBTQ, Pride, Remembrance Day and trips relevant to curriculum areas such as: NEC Motor Show, Dance London, UK Beauty, Hospitality & Tourism conference. This also helps contribute significantly to the health and wellbeing of students, providing them with the best possible student experience.

ADDITIONAL LEARNING SUPPORT

Additional Learning Support

The College's Learning Support Hub which was launched during the previous academic year provided a vital resource which is easily accessed by all students and staff.

In addition, excellent support for those students requiring Additional Learning Support (ALS) meant the majority of them achieved their qualifications and progressed onto their next stage of learning.

The ALS team ensured that an exceptional continuity of service and support for all learners was in place, especially those learners who are at risk, vulnerable, have an Education Health Care Plan (EHCP) or Special Educational Needs and Disabilities (SEND), this can be seen through:

- Robust partnerships liaison between external and internal partners enabling students with SEND to thrive and prepare for adulthood
- On-going Continual Personal Development (CPD) to ensure continued skill building
- Valued, open and effective communication between the Learning Support team and parents/guardians and carers supporting student progression to employment and community engagement
- Providing access to good quality, impartial Counselling and Wellbeing services
- Exceptional provision of support for students with a hearing impairment.
- Supporting the achievement of students with an EHCP and those with SEND, who made excellent progress and achieved their qualifications across all levels of the programme from entry level, to Level 4 and including Apprenticeships.
- Celebrating the diversity across the year with several events to promote positive wellbeing and enhance the knowledge of special educational needs, amongst students, College staff and the community

Skills Development

Skills Development learners are fully integrated in the College community and take part in weekly vocational option sessions. They also carry out work experience placements both in and out of college and internships to enable them to make informed decisions about their future and have a positive impact upon the local community. The students are always a visible presence across College through their multiple fundraising and enterprise activities and their bi annual talent shows are always a sell out. All of the students have access to completing the Duke of Edinburgh award and in the last academic year 18 completed Bronze, 10 completed Silver and 3 completed Gold.



Apprenticeships

There is good promotion of equity, equality, diversity and inclusion within apprenticeships, with high completion rates for students from ethnic minority backgrounds. Successful utilisation of local press and media has helped to raise awareness of those succeeding in non-stereotypical roles.

FOSTERING GOOD RELATIONS

The College successfully worked with a number of local and national organisations, including: Diversity Business Incubator (DBI), Black Leadership Group, Plymouth's Centre for Faith and Cultural Diversity, Students and Refugees Together, Plymouth and Devon Racial Equality Council, Plymouth Information, Advice and Support for SEND, Plymouth Prevent Partnership, Intercom Trust, Association of Colleges, Plymouth University Hospitals (UHP) and specialist organisations, like Action for Blind People and Ambitious about Autism. These positive relationships have enhanced the experiences of our students in collaboration with our wider College community.

Supporting communities

College students and staff raised over £5000 for the Friends & Families of Special Children and The Children's Ward, Derriford Hospital. Individual academies have also contributed to community projects through small fundraising activities, including bake sales, charity dinners, Christmas stalls and raffles.

Overseas

The College welcomed 112 international students from a number of countries including Japan, Malaysia, Thailand, Taiwan, Indonesia, Bulgaria, Bangladesh, throughout the 2022/2023 academic year. This has had a positive impact on them, learning through the UK education system and understanding how a different culture works by living with host families and making new friends. The home students also gain from exposure to different cultures, fostering diversity and inclusivity within the society.

In addition, 196 City College Plymouth staff and students significantly benefited from involvement in various visits around the world (approx 20 different countries) through funding from the Erasmus+ or Turing Scheme including USA, Italy, Germany, Poland, Netherlands, Greece, Japan, Thailand. This has had a significant positive impact on the continued personal development of staff and their welfare. They gained an opportunity to collaborate with professionals from different parts of the world and share practices. Students also had the opportunity of learning outside the classroom, exposed to new culture, foods which enhanced both their academic and soft skills.



FEELING SAFE AND PREVENT

Feeling Safe

Student feedback from Term 1 2022/23 reported a good/better response regarding feeling safe (97%) and an understanding of the need to work well with people of different types and backgrounds and to value everyone's contribution (98%). At our recent Curriculum Review in February 2023, the overwhelming comments from the reviewers positively stated that learners feel safe because staff care for them and provide them with effective support when they need it.

The College continues to support our students who are in the care of the local authority and ensures that the statutory requirement of a quarterly educational review is supportive, and includes updates on progress, attendance, destinations, what's going well, any concerns, the students' views and SMART targets. Although Care Leavers do not have statutory educational reviews the College will provide support to help them through their educational pathway.

There are a range of College support services including student welfare, counselling, Mental Health Mentoring and a team of Safeguarding Officers. College staff can access support via a personal 24-hour counselling helpline service.

The strong and effective arrangements to protect learners from bullying and harassment continue to be demonstrated by the low level of equality and diversity related formal complaints received through our student voice Talkback process.

Prevent

The College is an active partner in the Plymouth Prevent Partnership, South West Regional FE and HE Prevent Forum and the Counter Terrorism Local Profile group. A comprehensive and current 'Prevent Duty' Risk Assessment and action plan is used to track activity and progress and reviewed termly.

College staff and students have engaged with Prevent and Stay Safe training and, as part of their induction training, student course representatives were briefed on the importance of the Prevent Duty. Themes around radicalisation, terrorism and extremism are also embedded with the College's tutorial programme. College governors attend a briefing on their role in accordance with the Prevent duty.

College governors continue to ensure that equity, equality, diversity and inclusion within leadership and management, teaching, learning, and assessment and enrichment continue to celebrate diversity and support key values of tolerance, acceptance, community cohesion, individual liberty and democracy.



HEALTH AND ACTIVE WELLBEING - Our People

Student Council

Our approach to Health and Active Wellbeing is innovative and employer led, responding to the needs of the various sectors and the clients within them. Likewise our students' skills and experience achieve positive destinations into the health and wellbeing sectors through being well prepared, professional and motivated.

Key internal outcomes to date have included:

- The College is making good progress with regard to the personal support and added value support being provided to staff to include; a generous benefits package that supports the wellbeing of staff including holiday entitlement, a wellbeing day and pension scheme. Staff also have access to occupational health services, Aviva Counseling, Mental Health Foundation and Headspace.
- The College developed a wellbeing site for staff which provides a wealth of resources and information for staff and managers.
- The provision of a staff lounge with free food and drink has become a lively and welcoming hub.
- The College provides CPD activities which promote positive mental health and wellbeing and include resilience, healthy eating, healthy lifestyle choices.
- The College recognises that by bringing together all the strands of health and wellbeing, this will enhance the environment for staff and also students.
- Inclusion of the Student Council Student Voice representative into the strategic action which provides real-time feedback and recommendations from our students whilst allowing for a whole College approach to the Health and Active Wellbeing strategic action.

Equality, Diversity and Inclusion Training

The College remains steadfast in its commitment to offering an extensive range of quality Continual Personal Development (CPD) activities, tailored to effectively engage staff and support the development of both individuals and teams.

We have continued to implement online sessions for mandatory training, ensuring that all staff, whether new or existing, acquire essential knowledge and skills for their roles. This includes comprehensive training in Equity, Equality, Diversity and Inclusion.

Our staff members have consistently received support and encouragement to pursue CPD opportunities. We now have several training opportunities and groups set up related to Equality, Diversity and Inclusion:

- Mental Health First Aid Course
- Equity, Equality, Diversity and Inclusion Group
- Resilience and Mental Health training
- Supporting Students and their Mental Health



EQUALITY MONITORING - STUDENT DATA

RACE

The College operates good systems to track equality performance; the Equity, Equality, Diversity & Inclusion Committee receive termly progress reports. Improved performance for learners of most groups when compared to 21/22 has resulted in achievement gaps continuing to narrow across College.

The table below shows the achievement rate of students by age, gender, ethnicity, declared learning difficulty or disability and outcomes for those students who received additional learning support

Equality Characteristic	Category	18/19	19/20	20/21	21/22	22/23
Disability	Declared	88.8	86.7	83.5	81.8	81.9
	No disability	90.0	89.7	85.7	86	84.4
	Gap	-1.2	-3.0	-2.2	-4.2	-2.5
Learning difficulty	Declared	89.2	88.4	83.3	83.9	85
	No learning difficulty	89.8	89.3	85.6	85.6	83.4
	Gap	-0.6	-0.9	-2.3	-1.7	1.6
Ethnicity	Ethnic minority	90.8	90.0	86.8	86.3	85.9
	White British	89.4	88.9	84.6	84.8	83.2
	Gap	1.4	1.1	2.2	1.5	2.7
Gender	Male	89.91	88.7	85.9	85.6	83.2
	Female	89.3	89.5	84.4	84.7	84.4
	Gap	0.6	0.8	1.5	0.9	-1.2
Young gender	Young male	90.5	89.6	86.2	85.6	83.2
	Young female	89.9	92.2	86	83.3	84.6
	Gap	0.6	-2.6	0.2	2.3	-1.4

The College welcomes students and staff from all backgrounds and there are good outcomes for students from an ethnic minority. The College continues to make strong efforts to recruit a diverse workforce; the workforce ethnicity profile at the College has increased from 4.7% in 2009/10 to 18% in 2022/23.

The table below shows the retention, pass and achievement rates of students by ethnicity:

Ethnicity	Leavers	Ret %	Pass %	Ach %
African	169	94.1	88.7	83.4
Arab	111	96.4	88.8	85.6
Bangladeshi	17	100	94.1	94.1
Caribbean	12	91.7	63.6	58.3
Chinese	35	100	88.6	88.6
Gypsy/Irish Traveller	2	100	50	50
Indian	9	100	100	100
Irish	9	66.7	83.3	55.6
Other	150	92	88.4	81.3
Other Asian	188	95.7	88.9	85.1
Other Black	31	87.1	96.3	83.9
Other Mixed	95	95.8	91.2	87.4
Other White	628	95.9	93	89.2
Pakistani	16	93.8	100	93.8
White/Asian	69	91.3	95.2	87
White/Black African	36	91.7	93.9	86.1
White/Black Caribbean	32	84.4	81.5	68.8

EQUALITY MONITORING - WORKFORCE DATA

Pregnancy and Maternity

The expectant parent and personal emergency and evacuation policies are closely monitored. A total of 9 students were identified as expectant mothers throughout the academic year. Young parents are supported through a range of support packages, such as, young mother starter packages, one-to-one welfare support and additional financial assistance when required.



Sexual Orientation

The Equality and Diversity Policy and the Equality and Diversity Action Plan include sexual orientation equality statements, actions and objectives. Sexual orientation equality is included in mandatory staff training and there are resources to provide additional support. Student-facing LGBTQ+ (lesbian, gay, bisexual, transgender and questioning) work is supported by the Students Liaison team and the Student Council, who work with a number of external support and advice agencies and organisations to advance and promote LGBTQ+ issues.



Transgender (gender identity)

The College is committed to tackling discrimination and this includes discrimination on the ground of gender identity. The College provides support for transgender students or staff as appropriate to the needs of the individual. Gender identity equality is included within mandatory staff training and specialist training from the Intercom Trust, to ensure that staff have awareness of transgender issues. The College helps to signpost students to a range of external support groups.



The Executive Leadership Team (ELT) comprises the CEO/Principal, Executive of Curriculum and Student Experience, Chief Financial Operations Officer, Executive of Business Intelligence, Growth and Skills, Executive of Health, Leisure and Public Services and Executive of Technical Innovation. There are 12 Curriculum areas, each divided into Programme Areas, and nine Service Areas.

The table below shows the College workforce profile:

Workforce Profile Characteristic	Measure	18/19	19/20	20/21	21/22	22/23
Age	Under 45	49%	48%	46%	45%	49%
Age	45 and over	51%	52%	54%	55%	51%
Disability	Declared	6%	6%	7%	3%	5%
Ethnicity	Minority ethnic heritage	8%	8%	13%	13%	18%
Gender	Male	38%	36%	38%	38%	38%
Gender	Female	62%	64%	62%	62%	62%
Gender pay gap	Mean gender pay gap	9.9%	9.62%	10.69%	8.07%	7.93%
Gender pay gap	Median gender pay gap	15.09%	15.69%	17.27%	16.76%	17.93%
Religion or belief	Christian	38%	34%	33%	6%	14%
Religion or belief	Other belief	2%	4%	6%	4%	5%
Religion or belief	Non belief	19%	20%	23%	8%	14%
Religion or belief	Not provided	41%	42%	38%	82%	67%
Sexual orientation	Lesbian, Gay, Bisexual & Other	3%	3%	3%	1%	4%
Sexual orientation	Heterosexual	73%	73%	74%	19%	38%
Sexual orientation	Not provided	24%	24%	23%	80%	58%
Governor profile	Male	38%	43%	63%	64%	50%
Governor profile	Female	62%	57%	37%	36%	50%

GENDER PAY GAP REPORTING

The College is committed to reducing barriers by offering fair opportunities to all staff and students. This commitment includes providing opportunities to all, regardless of gender or any other reason that cannot be justified in job-related terms.

The College publishes its gender pay gap data and is committed to narrow any gaps. In an increasingly diverse world, we recognise that we have a responsibility to ensure that our staff feel valued, included and rewarded in equal measures.

Salaries at the College have previously been determined by the Lecturer Competency Framework for lecturing staff and against the Business Support Grade Descriptors for Business Support Staff, but the College has embarked on a College-wide Job Evaluation Scheme. Roles have always been, and will continue to be, evaluated against the job and not the post-holder, removing gender or any other personal characteristics of existing or potential job holders. Therefore, we are confident that the College is paying the same salary to roles of equal value.

There is good representation of female staff in management positions at the College, with half of the Executive Leadership Team and the College Management Teams being female. The College has a higher percentage of females at the lower and middle quartiles. These tend to be business support roles. We will ensure that women within Business Support roles have the opportunity and ability to progress their careers within the College.

The Gender Pay Gap at City College Plymouth is consistently around the national average; however, our aim is to continue to close the gap year on year and to do this we are committed to:

- Being a Foundation Living Wage employer which will increase the hourly rates of our lower scale roles when practicably possible.
- Promoting our female role models internally and externally

- Robust and consistently applied policies and procedures relating to equality, as well as rigorous oversight by the People Management function at the College to ensure there is no gender bias in any recruitment and selection or career promotion process.
- Improving opportunities for flexible working through the Work Life Balance and Special Leave arrangements.
- Taking gender into consideration when identifying succession planning.
- Making the lower salary roles more attractive to men, by using male role models.
- Introducing a job evaluation scheme to further support gender parity when practicably possible

Equality Objectives

Our promotion of equity, equality, diversity and inclusion is focused through Equality Objectives and an associated Equity, Equality, Diversity and Inclusion Action Plan. The Equality Objectives help the College to maintain an ethos of improvement through identifying priority equality issues:

- promoting equality for our students
- promoting equality for our workforce
- promoting equality in our working practices

As well as meeting the requirements of the equality legislation to cover age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

The progress made towards our 2022/23 Equality Objectives are identified in the following table entitled 'City College Plymouth Equality and Inclusion Objectives 2022/23' and used as 2023/24 baseline data.

City College Plymouth Equality and Inclusion Objectives 2022/23

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS 'achievement'	ASPIRATIONAL TARGET	2022/23
Promoting equality for our students			
High achievement rates for all students through ensuring that students from disadvantaged groups are fully supported to achieve successful outcomes and progression. Responsive support in place to enable all students to promptly address any barriers to engagement or progression Ensure that students experience respect and fair treatment.	Students who have an Educational Health Care Plan (EHCP)	90%	92.9% above target by 2.9%
	Students who receive Additional Learning Support (ALS) for Learning Difficulty	Within tolerance of 5%	0.0%
	Students who have a declaration of disability	Within tolerance of 5%	-2.5% (within tolerance)
Responsive support in place to enable all students to promptly address any barriers to engagement or progression	Students who have <i>Looked After</i> status	90% achievement	89% with 97% retention
	Ethnicity gap	Within tolerance of 5%	+2.7% (within tolerance)
	Gender gap	Within tolerance of 5%	+1.2% (within tolerance)
Ensure that students experience respect and fair treatment.	Age gap	Within tolerance of 5%	0.0% (within tolerance)
	Student feedback: Respect from staff	85% good/better	98% - significantly above target by 8%
	Feeling safe	95% good/better	96% - above target by 1%
Promoting equality for our workforce			
Improve the diversity of our staff to reflect the communities we serve. Narrow the gaps between the workforce and student population	Workforce profile	Workforce Disability profile 6% Ethnicity profile 9%	Workforce Disability Profile 4% Ethnicity Profile 12%
Promoting equality in our working practices			
Continue to equip staff with skills and confidence to increase the promotion and celebration of equality and diversity, challenge discrimination and prepare students for life and work in modern British society. Demonstrate the integration of respect, equality, diversity, and resilient critical thinking into teaching and learning.	Staff training statistics	100% staff up to date with E & D and Prevent training	100% staff E & D trained 100% staff Prevent trained In addition an overwhelming majority of staff completed Trauma- Informed training, enhancing awareness and understanding of student experiences and emphasising the importance of seeking help when needed A significantly high proportion of College leaders undertook the Black Leadership programme in year which offers a 'Train the Trainer' approach to support staff to become advocates for equality and inclusion Overall student satisfaction good/better Autumn term 93%
	Student satisfaction surveys	Student feedback ratings 85%+	
	Internal and external scrutiny confirms excellence in this area	90% observations confirm good practice	All areas graded good or better during February 2023 External Curriculum Review. Provider Monitoring Report for Babcock provision that forms part of the College graded by Ofsted as the highest grade in each category which cited strong focus on safety, security, support for mental health and wellbeing

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS 'achievement'	ASPIRATIONAL TARGET	2023/24 Progress
Promoting equality for our students			
<p>High achievement rates for all students through ensuring that those from disadvantaged groups are fully supported to achieve successful outcomes and progress to meaningful next steps</p> <p>Implementation of College-wide mental health strategy</p> <p>Responsive support in place to enable all students to promptly address any barriers to engagement or progression</p>	<p>Students who have an Educational Health Care Plan (EHCP)</p> <p>College wide mental health strategy in place</p> <p>Students who receive Additional Learning Support for Learning Difficulty</p> <p>Students who have a declaration disability</p> <p>Students who have Looked After status</p> <p>Ethnicity gap - focus on Caribbean, Irish & White/Black Caribbean</p> <p>Gender gap</p> <p>Age gap</p> <p>Student feedback: respect from staff</p> <p>Understanding of Equality Diversity & Inclusion</p> <p>Feeling safe</p>	<p>90% achievement</p> <p>90% of students progress onto education or meaningful employment</p>	<p>In Year Progress: Retention as of January 2024 at 97.1%. Destinations survey collection will be from February to April 2024</p> <p>Alongside the strategic action for active health and wellbeing, the College mental health strategy is in place supported by the College Equity Diversity & Inclusion Group, established during 2022-23 academic year, however continues to meet monthly, supporting a wide range of initiatives that support our staff and student community. <i>Achievement gaps will be available at the end of the academic year</i></p> <p><i>Achievement gaps will be available at the end of the academic year</i></p> <p><i>Achievement data will be available at the end of the academic year</i></p> <p><i>Achievement data will be available at the end of the academic year</i></p> <p><i>Achievement data will be available at the end of the academic year</i></p> <p><i>Achievement data will be available at the end of the academic year</i></p> <p>93% in the term 1 internal student satisfaction survey 96.2% in the term 1 internal satisfaction survey 98% in term 1 internal student satisfaction survey</p>
Promoting equality for our workforce			
<p>Improve the diversity of our staff to reflect the communities we serve.</p> <p>Narrow the gap between the workforce and student population</p>	<p>Workforce and Governor profile</p>	<p>Workforce Disability profile 6% Ethnicity profile 14%</p>	<p>Workforce Disability Profile 5% Ethnicity Profile 16%</p>
Promoting equality in our working practices			
<p>Continue to equip staff with skills and confidence to increase the promotion and celebration of equality and diversity, challenge discrimination and prepare students for life and work in modern British society.</p> <p>Demonstrate the integration of respect, equality, diversity, and resilient critical thinking into teaching and learning.</p>	<p>Staff training statistics</p> <p>Student satisfaction surveys</p> <p>Internal and external scrutiny confirms excellence in this area</p>	<p>100% staff up to date with E & D and Prevent training</p> <p>Student feedback ratings 90%+ for all EDI questions</p> <p>Curriculum Review to assess the College as good or better</p>	<p>In the term 1 internal student satisfaction survey</p> <p>Curriculum Review scheduled for February 2024</p>