

Equity, Equality, Diversity and Inclusion



Annual Report 2023-25



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Foreword

I am immensely proud to present the Annual Equity, Equality, Diversity and Inclusion (EEDI) Report for City College Plymouth. At the heart of our mission is a commitment to nurturing a culture rooted in respect, ownership and integrity - a culture that not only celebrates diversity, but actively works to break down barriers to opportunity and success.

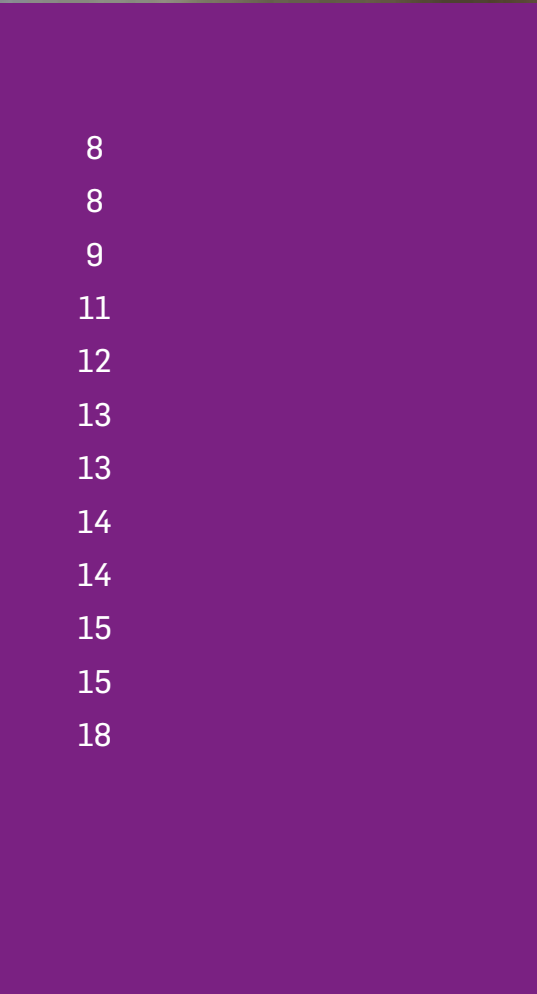
This report is a reflection of our ongoing journey. It showcases the progress we have made against our published equality and inclusion objectives, highlights key achievements from the past academic year and offers insight into the impactful initiatives that have shaped our community. It also sets out our strategic priorities for the coming years, reinforcing our pledge to continuous improvement.

At City College Plymouth, we recognise that diversity is one of our greatest strengths. An inclusive culture enriches the experience of every learner and member of staff and prepares our students to thrive in a vibrant, global society. We are acutely aware of our responsibility to promote and uphold the core values that underpin a healthy, fair, and modern democracy - values that our students carry with them beyond their time at the College.

As we reflect on all we've achieved in 2023-25, this report demonstrates the commitment, collaboration, and compassion that exists within our College community. It also outlines how we will build on this foundation to champion equality, celebrate difference, and ensure every member of our community is empowered to succeed.

Let us continue to embrace what makes each of us unique and work together to make our differences our greatest strengths.

Jackie Grubb
Chief Executive / *Principal*



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About City College Plymouth

City College Plymouth is a vibrant, inclusive and forward-thinking organisation committed to creating a welcoming, respectful and empowering environment for all. We view Equity, Equality, Diversity and Inclusion (EEDI) not only as a legal obligation but as a moral imperative that underpins everything we do.

This report outlines our progress and priorities for embedding EEDI across the College. It provides assurance that EEDI remains central to our culture, operations and decision-making - positively impacting the experiences and outcomes of both students and staff.

We take pride in creating a community where individuals are celebrated for their uniqueness and supported to achieve their full potential. Through proactive leadership, robust governance and a whole-College approach, we ensure that EEDI values are not just principles, but everyday practice.

At City College Plymouth, EEDI means creating a fair, respectful and inclusive environment where everyone feels valued, supported and able to thrive.

EEDI is about ensuring every individual has an equal opportunity to achieve their full potential, by celebrating differences, removing barriers and treating everyone with fairness, dignity and respect.



Celebrating Equity, Equality, Diversity, Inclusion and Opportunity (EEDI)

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, ownership and integrity for EEDI
- being clear with those who work and learn with us about the inherent values for life and work in modern British society.

Equality Objectives

Our promotion of EEDI is guided by our Equality Objectives and an associated EEDI Action Plan. These objectives help the College maintain a culture of continuous improvement by identifying priority equality issues and promoting equality for our students, workforce, and working practices. They also ensure we meet the requirements of equality legislation covering age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.

The progress made towards our Equality Objectives are identified in the table on page 20.

The College continually benchmarks itself against national standards and proudly holds various accreditations. These include:

- the Matrix Standard
- the Association of Colleges' Charter for Excellence in International Education & Training, and Mental Health & Wellbeing Charter
- the Healthy Colleges Quality Mark
- 'Fairtrade' status.



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.

Health and Active Wellbeing - Our People

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 in 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 Counselling, 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 welcome hub
- the College provides CPD activities which promote positive mental health and wellbeing and include resilience, healthy eating and 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 EEDI.

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 EEDI:

- mental health first aid course
- EEDI group
- resilience and mental health training
- supporting students and their mental health.

Achievement Gaps and Equality Monitoring

The College operates good systems to track equality performance; the EEDI Committee receives termly progress reports. Improved performance for learners of most groups when compared to 2021/22 has resulted in achievement gaps continuing to narrow across College.

The following table 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	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Disability	Declared	88.8	86.7	83.5	81.8	81.9	84.4
	No disability	90	89.7	85.7	86	84.4	86.6
	Gap	-1.2	-3	-2.2	-4.2	-2.5	-2.2
Learning difficulty	Declared	89.2	88.4	83.3	83.9	85	85.9
	No learning difficulty	89.8	89.3	85.6	85.6	83.4	86.1
	Gap	-0.6	-0.9	-2.3	-1.7	1.6	-0.20
Ethnicity	Ethnic minority	90.8	90	86.8	86.3	85.9	84.7
	White British	89.4	88.9	84.6	84.8	83.2	85.9
	Gap	1.4	1.1	2.2	1.5	2.7	-1.2
Gender	Male	89.91	88.7	85.9	85.6	83.2	85.6
	Female	89.3	89.5	84.4	84.7	84.4	86.3
	Gap	0.61	-0.8	1.5	0.9	-1.2	-0.7
Young gender	Young male	90.5	89.6	86.2	85.6	83.2	85.3
	Young female	89.9	92.2	86	83.3	84.6	86.5
	Gap	0.6	-2.6	0.2	2.3	-1.4	-1.2%

Latest data at time of going to press

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 programmes, 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 2023/24 academic year, the College launched the Lighthouse Wellbeing Centre providing a dedicated facility for students with pastoral support, wellbeing advisors and counselling teams, and a secure space for students who might be struggling with their emotions or anxieties. The Lighthouse Wellbeing Centre is just one of a handful of ways students can seek help with their health and wellbeing. All students can also access 24-hour support via Health Assured.

The impact of this demonstrates the effectiveness of the new team structure, as it now enables them to coordinate and efficiently prioritise student needs. This helps support the increase in appointments required to help the student work through or resolve their issues, or if unable to achieve this, refer them to the relevant specialist services.

Type of Referral	2022/23	2023/24	Variance	% Increase
Self Referral Form	211	486	+275	130%
Student Appointments with Counselling	276	819	+540	197%
Student Appointments with Wellbeing	381	1,029	+648	170%
Walk-in Appointments	507	751	+244	48%
Total	1,375	3,085	+1707	124%

Latest data at time of going to press



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

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

Race

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 22% in 2023/24.

Ethnicity	Leavers	Ret %	Pass %	Ach %
African	199	100	88.9	88.9
Arab	112	100	85.7	85.7
Bangladeshi	25	100	88.0	88.0
Caribbean	10	100	100	100
Chinese	51	100	92.1	92.1
Gypsy/Irish Traveller	6	100	100	100
Indian	9	100	100	100
Irish	14	100	100	100
Other Asian	262	100	89.3	89.3
Other Black	41	100	95.1	95.1
Other Mixed	111	99.1	90	89.1
Other White	688	100	93.6	93.6
Pakistani	21	100	80.9	80.9
White British	5,836	98.8	93.1	91.9
White/Asian	104	100	94.2	94.2
White/Black African	33	100	87.9	87.9
White/Black Caribbean	33	100	87.9	87.9

Latest data at time of going to press

Pregnancy and Maternity

The expectant parent and personal emergency and evacuation policies are closely monitored.

A total of eight 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 Lesbian, Gay, Bisexual Transgender, and Questioning (LBGTQ+) work is supported by the Student Liaison team and the Student Council, who work with a number of external support and advice agencies and organisations to advance and promote LBGTQ+ 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.



Workforce Data

The Executive Leadership Team (ELT) is made up of the Chief Executive/*Principal*, the Executive of Curriculum, Quality and Student Journey, the Chief Financial Operations Officer, the Executive of Business Intelligence, Growth and Skills, the Executive of Health, Leisure and Public Services, the Executive of Assets and Estates, and the Executive of Technical Innovation. The College also has 13 curriculum areas, each divided into programme areas, and 11 corporate areas.

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.

Gender Pay Gap Reporting

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 continues to be committed to the introduction of a College-wide job evaluation scheme. Roles have always been, and will continue to be, evaluated against the job and not the postholder, 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 two thirds of the Executive Leadership Team and over half of the College management teams, being female. The College has a higher percentage of females at the lower and middle quartiles. These tend to be corporate support roles. We will ensure that women within corporate support roles have the opportunity and ability to progress their careers within the College.

The Gender Pay Gap at City College Plymouth is consistently lower than 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.



Workforce Profile Characteristic	Measure	2019/20	2020/21	2021/22	2022/23	2023/24
Age	Under 45	48%	46%	45%	49%	48%
	45 and over	52%	54%	55%	51%	52%
Disability	Declared	6%	7%	3%	5%	6%
Ethnicity	Minority ethnic heritage	8%	13%	13%	18%	12%
Gender	Male	36%	38%	38%	38%	36%
	Female	64%	62%	62%	62%	64%
Gender Pay Gap	Mean gender pay gap	9.62%	10.69%	8.07%	7.93%	7.58%
	Median gender pay gap	15.69%	17.27%	16.76%	17.93%	13.31%
Religion or Belief	Christian	34%	33%	6%	14%	15%
	Other belief	4%	6%	4%	5%	6%
	Non belief	20%	23%	8%	14%	15%
	Not provided	42%	38%	82%	67%	64%
Sexual Orientation	Lesbian, Gay, Bisexual and Other	3%	3%	1%	4%	5%
	Heterosexual	73%	74%	19%	38%	43%
	Not provided	24%	23%	80%	58%	52%
Governor Profile	Male	43%	63%	64%	50%	50%
	Female	57%	37%	36%	50%	50%

Latest data at time of going to press

Feeling Safe and Prevent

Feeling Safe

Student feedback from term one 2023/24 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.

The College continues to support 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 for students including pastoral, wellbeing, counselling, and a Safeguarding Team. College staff can access support via a personal 24-hour counselling helpline service.

The strong and effective arrangements to protect students from bullying and harassment continue to be demonstrated by the low number 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 students and staff 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.

WHAT DOES PREVENT DO?



A COMMUNITY SAFEGUARDING PROGRAMME

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

STOP



Prevent stops people from becoming terrorists

PROTECT



Prevent protects adults & children from being drawn into terrorism

PREVENT



Prevent addresses all forms of terrorism

If you're concerned about someone in your community please contact your local police force by dialling **101** or if you require urgent police assistance dial **999**.

If you see or hear something that could be terrorist related call the **ACT Hotline** on:

0800 789 321



safeguarding@cityplym.ac.uk

CityPlym Community Support Hub



In April, the College had the pleasure of hosting Dr Shaid Mahmood MBE, Chair of the Association of Colleges, who had the opportunity to witness first-hand the diverse array of support services provided for our students and staff, including the NHS Careers Hub, the Students' Union, the Lighthouse Wellbeing Centre, the Staff Lounge and Wellbeing Gardens. Dr Mahood commented that the College has "... exceptional leadership and partnerships to capitalise on local investment opportunities to break the cycle and benefit students."

In May, we held our inaugural World Day for Cultural Diversity for Dialogue and Development with representation of students from over 35 countries.

The College food bank has now raised £36,073.03 to go towards supporting students, their families and our local community.

Christmas Hampers

Each year, generous donations make it possible to create and distribute 25 hampers to vulnerable students and their families within the local community.

Chaplaincy Team

Throughout the year, our multi-faith chaplaincy team has continued to provide moral and spiritual support to students and staff through weekly drop-in sessions. The team has also hosted and supported key events such as Remembrance Day and the Christmas carol service. In addition, they have been a regular presence at the Lighthouse Wellbeing

Centre, offering individual support to students whenever needed.

New Multi-faith Prayer and Contemplation Room

The College is a secular institution where students and staff represent many different faiths and a wide range of cultural and religious backgrounds. Discrimination or harassment on religious or cultural grounds is not tolerated. In line with our PREVENT and British Values strategy, the College upholds the right of students and staff to freedom of expression, while making clear that attempts to convert others to a particular religious faith or

ideological view are not permitted. To support inclusivity, a multi-faith prayer and contemplation room has been opened, providing a neutral space that does not endorse any single religion, faith, or culture. This reflects the College's commitment to fairness and equality in its support for all members of the community.

Breakfast Club

This is the second year the College has offered a free healthy breakfast to all students. Following feedback from the Student Council, healthier options have been added to the offer, which has become increasingly popular.

CityPlym Community Support Hub Summary of Support

- Every student receives a free breakfast
- Free and subsidised means dependent meals
- Free bus travel from city centre to the College
- Newborn baby pack
- Homelessness pack
- Free sanitary products, located in all toilets
- Free pregnancy tests
- Free contraception (C-Card)
- Household products (white goods, pots, pans, utensils, cutlery, beds, furniture, microwaves)
- Fuel poverty - individual local authority grants
- Fuel poverty (key metres) - individual grants received
- Emergency cash issued in unforeseen circumstances
- Love2shop vouchers issued in lieu of food hardship and household products
- Christmas hampers - unspecified value (purchased and donated)
- Ready meals issued from the Students' Union freezer, in lieu of lunch
- Student experience budget to support student enrichment activities
- Help to claim (Universal Credit) pathway referral centre for Citizens Advice Plymouth

Additional Learning Support

The College's Learning Support Hub provides a vital resource which is easily accessed by all students and staff.

This year, after seeking student voice, we changed the layout of this space to provide a calm, quiet environment for students who may need time to regulate or to focus on their learning through one-to-one sessions provided by the Learning Support Team.

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 support for all students was in place, especially those who are at risk, vulnerable, have an Education Health Care Plan (EHCP) or Special Educational Needs and Disabilities (SEND). This can be seen through:

- liaison between external and internal partners enabling students with SEND to thrive and prepare for adulthood
- ongoing Continuing Professional Development (CPD) supports continuous skill building and includes opportunities for students to share their experiences as part of staff training
- valued, open and effective communication between the Learning Support Team and parents/carers, supporting student progression to employment and community engagement
- 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
- the College has celebrated diversity through a range of events designed to enhance understanding of SEND among students, staff, and the wider community. These have included a sensory event with external providers, showcasing services such as MoorVision, as well as activities to mark Deaf Awareness Week.



Skills Development

Skills Development students are fully integrated into the College community. They take part in work experience placements both within the College and with external organisations, as well as internships that help them make informed decisions about their future while contributing positively to the local community.

The students are also a visible presence across the College through a variety of fundraising and enterprise activities. Last year, the Skills Development bakery raised £2,114, which was donated to charity. All students have the opportunity to complete the Duke of Edinburgh's Award, and in 2023/24, 21 students achieved bronze, 14 achieved silver, and four achieved gold.

Apprenticeships

The Apprenticeships Team is strongly committed to promoting EEDI across our Apprenticeship provision. Completion rates for apprentices from ethnic minority backgrounds are high, reflecting our inclusive approach and the comprehensive support available to all students.

We actively raise awareness of non-traditional career pathways through targeted use of local press and media, celebrating the successes of individuals and breaking down stereotypes.

Our talent pool is enriched by our ability to make reasonable adjustments for EEDI applicants, ensuring everyone has fair access to opportunities. In addition, we offer extensive wraparound support to remove barriers and ensure that no apprentice is disadvantaged due to their individual needs.

Recently, we have further expanded our provision through the introduction of Supported Apprenticeships, creating new opportunities for individuals with SEND and other support requirements.



Adult Education

Our adult education provision is built on the same strong foundation of EEDI that underpins all of our work at the College.

Students have full access to our comprehensive wraparound support, ensuring that no individual is disadvantaged due to their background or personal circumstances. In addition, we offer targeted initiatives to create an inclusive learning environment for non-native English speakers, including specialist clubs and extra sessions that promote language development, social integration, and confidence building.

We are currently undertaking a translation project to further enhance accessibility and make College life more welcoming and accessible for new students whose first language is not English. To support wider community inclusion and employability, we are developing training programmes specifically for refugees and non-native English speakers, aimed at boosting their skills and improving their employment prospects.

Alongside this, we are proactively working with employers to build more inclusive workplaces. New training offers are being developed to help employers become more disability confident and to better support the integration of non-native English speakers and refugees into their workforce. These initiatives aim to not only support our students during their studies but also create more equitable opportunities beyond College.



Developing Positive Relationships

The College has successfully collaborated with a range of local and national organisations, including:

- Diversity Business Incubator
- 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
- University Hospitals Plymouth NHS Trust
- specialist organisations such as Action for Blind People and Ambitious about Autism.

These positive partnerships have enriched the experiences of our students and strengthened collaboration across the wider College community.

Enrichment and Student Voice

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 students 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 including:

- Bodmin Jail
- Thorpe Park
- Harry Potter World
- London Eye
- NEC Motorcycle Show
- Goldilocks and The Three Bears pantomime
- Aladdin the Musical
- Sports London Trip, including Tottenham Hotspur Stadium
- Woodlands Theme Park
- Loudspeaker Easter Weekender



- The Artist theatre play
- Alton Towers
- Bovey Castle
- Dance London
- Exeter Westpoint Science Fair
- London Courts of Justice
- Haynes Motor Museum
- Breaking Convention play
- World Skills competition
- Goodwood Festival of Speed.

This also helps contribute significantly to the health and wellbeing of students, providing them with the best possible student experience.

Charity Fundraising

Students and staff take pleasure in organising activities, including charity fundraising events, to support College charities. Over the year, these efforts raised a total of £488.22, primarily benefiting the CityPlym Community Support Hub and Surfers Against Sewage.

Students' Union - General Election Hustings 2024

The Students' Union hustings for the Plymouth, Sutton and Devonport parliamentary seat promoted democratic engagement among students and staff. Candidates were able to present their policies, debate key issues, and respond to student questions, helping to create an informed electorate.

The College coordinated effectively with multiple political parties, resulting in attendance from:

- Conservative Unionist Party - Gareth Streeter
- Green Party - Cllr Lauren McLay
- Independent - Chaz Singh
- Labour and Co-operative Party - Luke Pollard
- Liberal Democrats - Holly Greenberry-Pullen
- Reform UK - Peter Gold
- Trade Unionist and Socialist Coalition - Alex Moore
- Workers Party of Britain - Guy Haywood.

The event encouraged transparency, accountability, and active civic participation, giving students the opportunity to engage directly with candidates. It also enhanced understanding of political systems and the importance of voting, supporting the College's enrichment and tutorial strategies and reinforcing the British Values agenda.

Student Council

Following a review of the Student Council structure, it was decided to reduce the number of members to improve overall effectiveness. This revised structure has proven successful, with the Council demonstrating focused engagement with the Chief Executive/Principal throughout the year.

Council Membership

- Student President (Student Governor)
- Chair of Student Council (Student Governor)

Lead committee

- VP Equity, Equality, Diversity & Inclusion
- VP Environmental & Sustainability
- VP Health & Wellbeing
- VP Student Experience
- VP Further Education
- VP Higher Education
- VP Apprenticeships
- VP Adult Education

A student conference has been held each term, alongside monthly council meetings with the Chief Executive/Principal, maintained consistently throughout the academic year. The Student President and Chair of Council also serve as Student Governors, ensuring active student involvement in College governance throughout the year.



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 18 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.

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 creates critical thinking, communication skills, and a deeper understanding of the value of their contributions. The student council meets with the Chief Executive/Principal monthly and contributes significantly to the strategic direction of the College.

A strong and effective student voice reinforces the importance of democracy. Students 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.



Loudspeaker Easter Weekender

The Loud Speaker and NCS (National Citizen Service) teams visited the College to share an exciting opportunity available for our students to attend the Loudspeaker Easter Weekender residential which involves outdoor activities, workshops and team building. As a result of the great opportunity, a total of 39 of our students signed up for the event and joined up with compatriots from Bournemouth, Poole, Southampton, Portsmouth and Brighton colleges to enjoy the Isle of Wight event. The initial feedback from the students after the Easter break is that they had an amazing time. The impact of the event is summed up by our students' feedback here.



Loudspeakers have guided me down a path where I feel ten times more confident and have more control on my mind. I've also managed to secure my first job since the Weekender, made amazing memories and made new lifetime friends. I have confidence when I talk and brush off what people say.



Culture and Diversity



Celebrating a World Day of Culture and Diversity in a college setting is vital. It promotes inclusivity, understanding, and respect among students from diverse backgrounds. Such events create global awareness, enrich the educational experience, and prepare students for a multicultural world. They encourage dialogue, break down cultural barriers, and build a supportive community. Recognising diverse cultures enhances empathy and broadens perspectives, contributing to personal growth and academic success. Ultimately, it cultivates an environment where diversity is valued, leading to a more cohesive and harmonious campus life.

This event was predominately supported by our students with representation from the following countries: Great Britain, England, Wales, Scotland, Northern Ireland, Ireland, Cornwall, Devon, Kurdistan, Afghanistan, Syria, Ukraine, Iran, Iraq, Brazil, Poland, China, Philippines, Taiwan, Indonesia, Malaysia, Thailand, Bangladesh, Palestine, Israel, Sudan, Liberia, Somalia, South Sudan, South Africa, Zimbabwe, Russia, Sri Lanka, India, Pakistan, Romania and Slovakia.

This was supplemented with a demonstration and participation session of an opening performance of Djembe drumming, a call and response session with students and a student drums trial session, facilitated by Daniel Kiss Odame. We also played cultural and national music through student playlists throughout the day. There were also external vendors providing food from around the world in the Students' Union and multiple activities were supported around the event, such as the fun play inflatable zone across the external car parks and participation games with prizes.

English for Speakers of Other Languages (ESOL)

ESOL students undertake 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 ESOL students aged 16-19 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.

Students 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. They have been informed of progression routes by class visits to our numerous vocational areas, GCSE and functional skills in English and maths classes, access and computing, as well as the College's Careers Team.

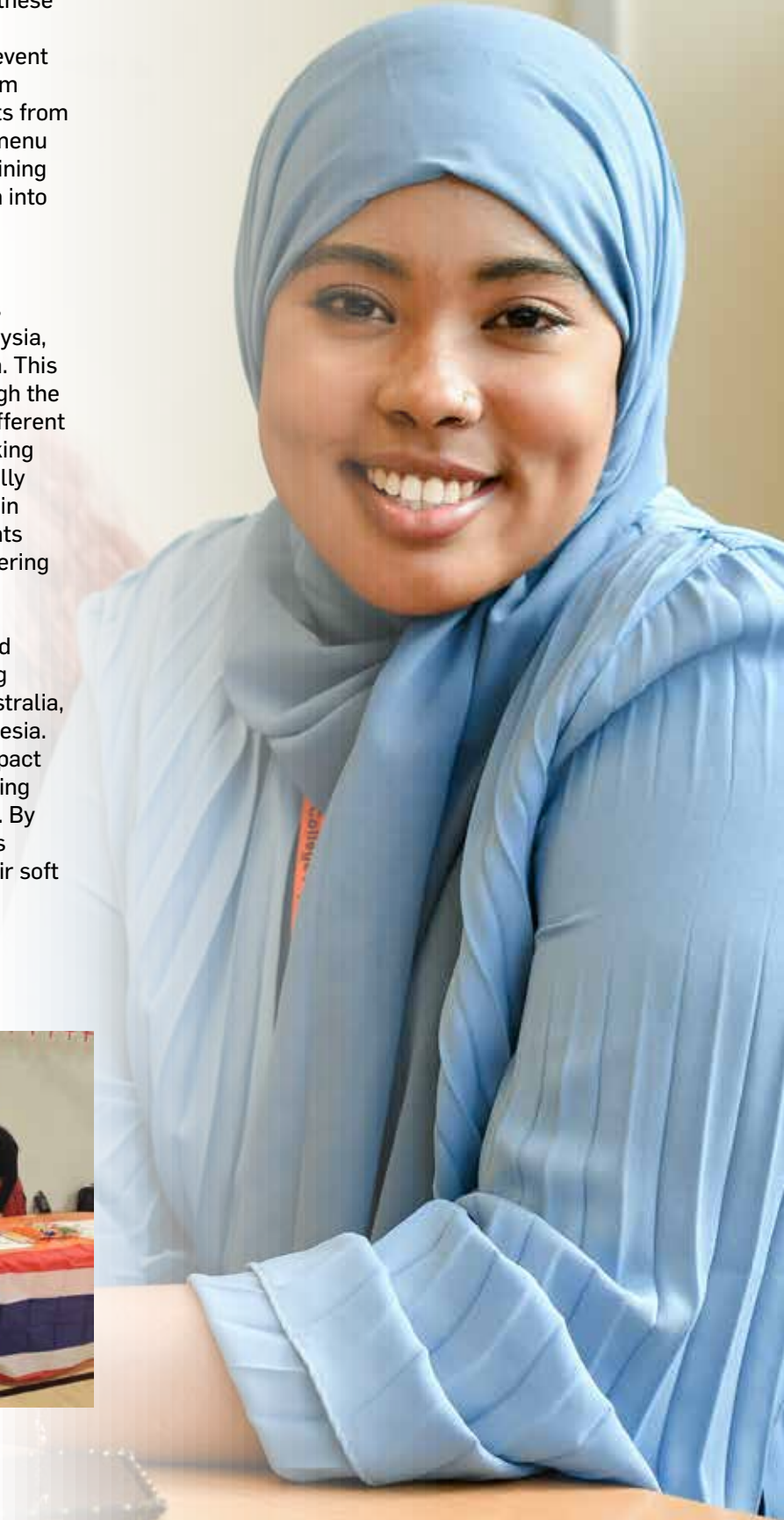
Black History Month

Hospitality and tourism students experience a value lead curriculum that celebrates EEDI. To support these values, students worked at the Diversity Business Incubator to celebrate Black History Month. This event involved a host of Caribbean and African chefs from around the city cooking native dishes with students from the College. The curriculum and PL1 Restaurant menu were then adapted to reflect modern tastes and dining trends. Ideas were then taken forward and written into assessment planning for the following year.

Overseas Students

The College welcomed 286 international students from a number of countries including Japan, Malaysia, Thailand, Taiwan, Indonesia, Bulgaria, Bangladesh. 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 international students successfully progress to further education or higher education in the UK or their country of origin. The home students also gain from exposure to different cultures, fostering diversity and inclusivity within the society.

In addition, 65 College students and staff benefited from international visits funded through the Turing Scheme, with destinations including Thailand, Australia, St Lucia, Antigua, Japan, Italy, the USA, and Indonesia. These opportunities had a particularly positive impact on students from disadvantaged backgrounds, giving them valuable experiences beyond the classroom. By engaging with new cultures and cuisines, students enhanced both their academic knowledge and their soft skills.



City College Plymouth Equality and Inclusion Objectives 2023/24

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS 'achievement'	ASPIRATIONAL TARGET	2023/24
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	Students who have an Educational Health Care Plan (EHCP)	90%	95.6% - above target by 5.6%
	Students who receive Additional Learning Support (ALS) for a learning difficulty	Within tolerance of 5%	Students who have declared a learning difficulty, achieved at 85.9% compared to no learning difficulty who achieved at 86.1% (-0.2% difference). We have shown an improvement across a 3 year trend from 4% in 2022 to 0.2% in 2023/24
Responsive support in place to enable all students to promptly address any barriers to engagement or progression	Students who have a declaration disability	Within tolerance of 5%	Students who have declared a disability difficulty, achieved at 84.4% compared to no learning difficulty who achieved at 86.6% (-2.2% variance). Improvement from -2.5% in 2021/22 to -2.2% in 2023/24
	Students who have <i>Looked After</i> status	90% achievement	78%
Ensure that students experience respect and fair treatment.	Ethnicity gap	Within tolerance of 5%	Students from an ethnic minority 84.7%, compared to those who are White British who achieved at 85.9% with a variance of -1.2%. A small increase of 0.9% from the previous year, marginally below the NA by - 0.2% (N/A 84.9%) and an approximate increase of students from an ethnic minority of 300 during this year
	Gender gap	Within tolerance of 5%	Females achieved marginally better than their male counterparts at 86.3% compared to 83.6% - a variance of - 0.7%. However, both males and females achieved above NA by 1.7% and 1.9% respectively. The tolerance of - 0.7% is the College's best performance in a 3 year trend
Ensure that students experience respect and fair treatment.	Age gap	Within tolerance of 5%	16-18/19+ have both achieved within 5% tolerance with 16 - 18 at 81.4% and 19+ at 86.8% 0.0% (within tolerance) 16-18 was 4.4% above NA and 19+ slightly below by -0.5%. This is the closest our 19+ have achieved the NA in a 6 year period
	Student feedback: Respect from staff	85% good/better	93% of students feel treated fairly and with respect from staff (term 1 survey) 92% of students felt they were able to give their views about things that affect them and feel listened to (term 3) - significantly above target by 7%.
	Feeling safe	95% good/better	99% (Induction term 1 survey) - above target by 4% and 98% (term 1 survey) 93% (term 3 survey) Focus groups identified the impact was more external factors such as travel.

Latest data at time of going to press

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Equity, Equality, Diversity and Inclusion



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