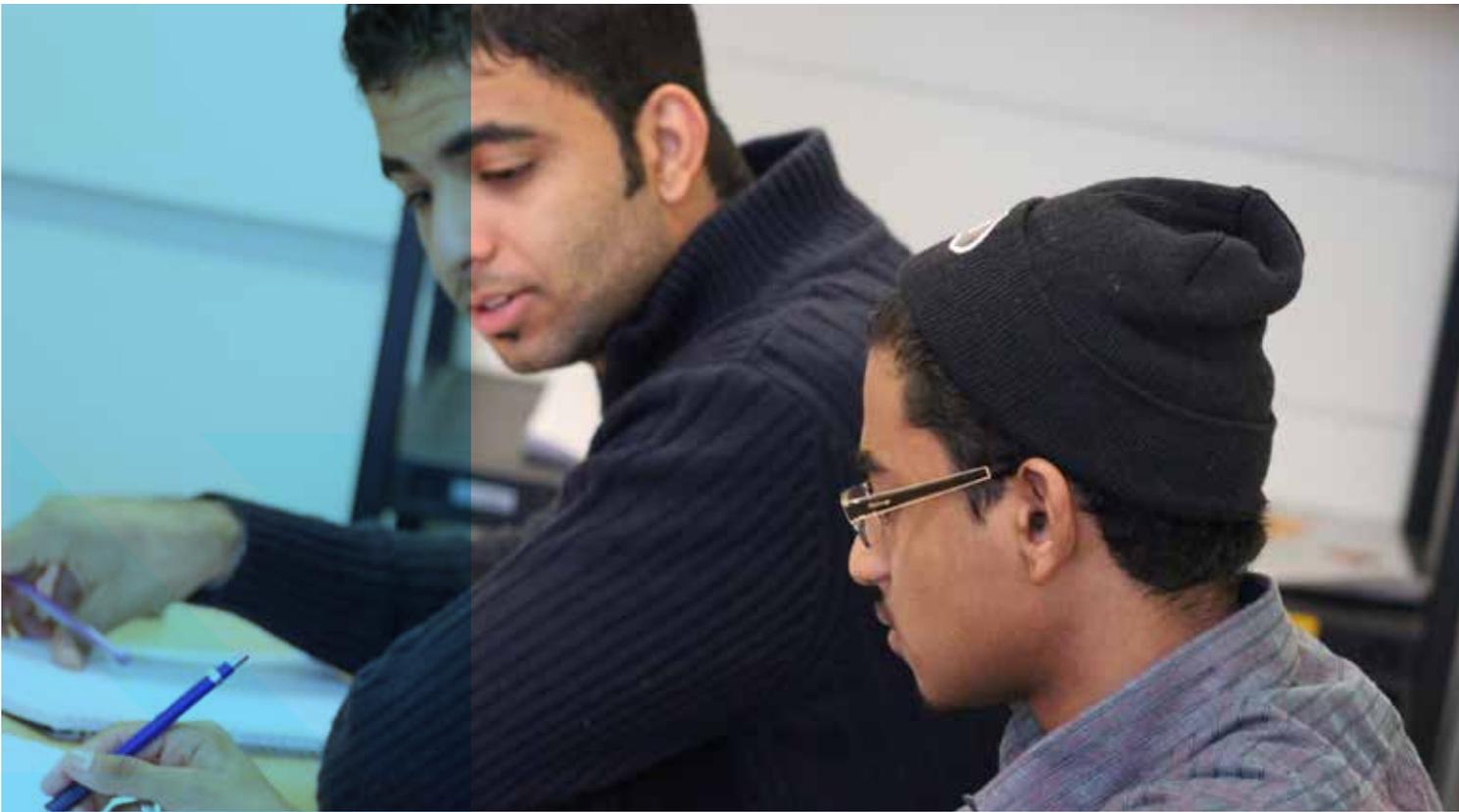


**BE PART  
OF IT**

Equality and Diversity  
Annual Report **2016/17**



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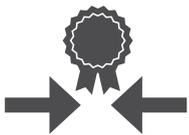
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# Highlights 2016/17

Here are just a few of the highlights showing the range of activities where we make our differences our strengths:



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



Achievement outcomes for learners who have an Education, Health and Care Plan is 96%



Achievement for female learners has improved



raised for the College's chosen charity - Plymouth MIND



Outstanding success for our International students



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



of students with looked after status completed their study programmes



# Foreword

I am immensely proud to introduce the Annual Equality and Diversity Report for City College. Although we have clear duties and obligations in accordance with The Equality Act 2010, this report is about much more than just policies and procedures. Sharing this report is a great opportunity to celebrate our successes and activities undertaken over the last year alongside identifying the progress that we have made towards published equality objectives.

Diversity is a strong and positive attribute which brings many benefits 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 key values to help them live and work within modern British society.

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 through advancing equality and diversity within our College community.

Let's continue in making our differences our strengths.



Phil Davies

Principal & Chief Executive

# Celebrating Diversity and Advancing Equality of Opportunity

Creating and maintaining a culture of respect, celebrating diversity, and breaking down barriers to success are key values central to our work; we have a clear and visible commitment to embedding equality and our work practices demonstrate this through:

- prioritising a culture of respect which discusses prejudice and challenges preconceptions
- valuing and celebrating the benefits that diversity and difference bring to the College 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 is challenged
- advancing equality of opportunity between people who share a protected characteristic and those who do not
- expecting all members of our community to follow our vision and values for equality and diversity
- being clear with those who work and learn with us about the inherent values for life and work in modern British society
- as part of our Public Sector Duty, each year the College publishes its Equality and Diversity Report, which includes progress made towards equality objectives.

There are many inspiring activities which promote equality and diversity, shape College life and involve wider community and partnership working; examples from 2016-17 include:

## Accreditations

The College tests itself against national standards and has the following accreditations: Investors in People; Investors in Careers; Matrix and the Association of Colleges Charter for Excellence in International Education and Training, Healthy Colleges Quality Mark and 'Fairtrade' status. The College has been a member of the DisabledGo website since 2009 and we are part of the Government's Disability Confident scheme which supports employers to make the most of the talents people with disabilities can bring to the workplace.



Sam Abbott, Vice Principal - Resources with Investor in People reaccreditation



We gained reaccreditation from Investors in People in May 2017; as leaders in people management excellence, Investors in People set the standard for what it takes to lead, support and manage people well for sustainable results.

City College celebrated being the only further education provider to be 'highly commended' in the inaugural UK Social Mobility Awards. The award was presented in recognition of the work the College has undertaken to address issues that prevent people from achieving their full potential.



Julie Mclean, Director of WBL and Schools Partnerships receiving UK Social Mobility Award

## **Achievement Gaps**

Improved performance for learners of most groups, including disadvantaged learners, has resulted in achievement gaps narrowing significantly across College. The table on page 12 shows the achievement rate of learners by age, gender, ethnicity, declared learning difficulty or disability and outcomes for those learners who received additional learning support. Success outcomes for our International learners was 97%.

## **Apprenticeships**

There is good promotion of equality and diversity within Apprenticeships alongside high completion rates for females in Engineering and Construction. In Administration and Hairdressing apprenticeships, 94% of male students completed a full apprenticeship framework. The number of females going into Engineering, Automotive and Construction apprenticeships has increased from 1% to 5.5% since 2009-10; with an increase of 1.5% since 2015-16.

## **Breakfast Club**

This is the sixth year that the College has offered a free healthy breakfast to all students.

## **Chaplaincy Team**

The multi-faith chaplaincy team is well established and offers moral and spiritual support to students and staff.



### **Christmas Hampers**

Each year hampers are distributed to students who are most in need.

### **Community Church Café**

Students following Skills Development courses run a weekly community café at a local church.

### **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. In November, learners had the opportunity to engage with Diversity Week activities which helped to raise awareness and celebrate difference; the British Red Cross delivered workshops about refugees and a range of themed tutorials were delivered including work linked to the Prevent Duty.

### **Dementia Care**

City College and Plymouth University have been commissioned by the British Council to support medical students and staff in China on issues around dementia diagnosis and care. The partnership aims to establish an international hub for dementia research and training near Shanghai which will help to inform policy and practice linked to dementia care in China.

### **Democracy**

Promotion of key values to help prepare our learners for work and life in modern British society continues. In support of democracy and rule of law and ahead of the General Election our Students' Union hosted a Hustings event securing representation from all major political parties; over 100 learners attended and the event provided a great opportunity to encourage learners to register to vote.

### **Empowering**

As part of a wider partnership bid, City College was successful in securing a £2.4million grant (jointly funded by the Big Lottery Fund and the European Social Fund) to deliver a Building Better Opportunities project across the county. Called Empowering Enterprise, the project will seek to engage over 600 of Devon's most socially-excluded young people and work with them to develop their employability and life skills giving them the confidence to return to employment, education or training.

### **ESOL**

ESOL learners took part in volunteering activities to widen their knowledge of British culture and to gain experience of employment in Britain. Learners developed personal, social and employability skills through a variety of enterprise activities. Learners engaged with a range of enjoyable activities to promote equality and diversity; cooking activities to learn about cultural differences, fund raising for the College chosen charity and for people who are homeless, displays to celebrate Christian festivals and joint working with other learner groups such as the Public Services Sports Leadership Group.

### **Fairtrade**

Since 2008, the College has maintained Fairtrade status and works in partnership with Aramark to ensure that Fairtrade products are available in all eateries and supplied for hospitality requests. The College's Hospitality Academy uses Fairtrade ingredients in teaching and learning and supports campaigns through serving Fairtrade focussed menus in its PL1 restaurant and Bistro. Fairtrade is embedded into curriculum and community work and promoted through workshops, lessons and events such as Freshers' Fair and Student Conference.

## Fostering Good Relations Overseas

The development of global skills in our increasingly networked world is a key part of a wider education and preparing our students for the world of work. Hospitality and Tourism Management Foundation Degree students, along with students from Plymouth University and other partner colleges participated in a four-week study visit to China's Huzhou University.

Students following further education study programmes within Hospitality and Travel and Tourism experienced work placement opportunities across Europe. This gave students the chance to not only put their training into practice but also to gain invaluable life skills and to opportunity to experience diversity within the workplace.

The College was awarded £15,000 from The British Council to set up a partnership with two vocational colleges in South Africa. The one-year project aims to share best practice and enhance the employability skills of young people, so that they are more able to work and compete in today's globalised economies.

As part of the Mayflower 400 celebrations, City College played host to an American choir in an exchange visit.

Students from Thailand enrolled at the College, thanks to a memorandum of understanding (MOU) signed with Bangkok Christian College. The students spent five months at City College studying a pre-university foundation course.

## Fundraising

Learners and staff raised £3,296 for the College's chosen charity Plymouth MIND, a local charity committed to the personal care of vulnerable people with mental health issues. A range of fundraising activities took place including bake sales, craft fairs, charity dinners, beauty treatments and a charity football match.

In December, Simon Weston CBE, was the guest speaker at a charity event held in the College restaurant PLOne; funds raised at this event were divided between Plymouth MIND and Simon Weston's chosen charity, Care after Combat.

For the third year in a row the annual Money Mogul competition was won by a team of our international Chinese students, Lucky Money Bag, who used their £10 stake to raise money for the College charity Plymouth MIND. Not only did this give students the opportunity to mix with the wider College community, it also gave them the opportunity to put their business and English language skills into practice outside of the classroom.



Money Mogul Champions



### **Holocaust Education Trust**

Two students and a member of staff participated in the Lessons from Auschwitz course run by the Holocaust Education Trust, which included a visit to Auschwitz-Birkenau in Poland.

### **Learning Support**

Learning Support teams within the College have continued to work with students who have disabilities and learning difficulties; achievement outcomes were very good for students who received additional support and, at 96%, outstanding for those students who have an Education, Health and Care Plan.

### **Mental Health**

In September 2016, the Equality and Diversity Committee launched a College-wide Mental Health Strategy and associated action plan, Mental Health Matters, to identify ways in which to best support learners and staff who experience mental health difficulties. In 2016/17, achievement outcomes for learners who disclosed mental ill health increased to 80.2% (+3.6% 15/16). In the past three years, 45 staff have undertaken Mental Health First Aid training and a further 89 staff have attended training linked to raising awareness of mental ill health.



### **Ofsted Inspection**

The 2016 Ofsted inspection findings reported:

- that leaders are careful to ensure that learners are safe and feel safe
- they promote learners' understanding of British values well, along with developing their understanding of the risks of radicalisation and extremism
- learners are aware of British values and how to use the internet and social media safely.

## Project Search

The Project Search partnership between City College, Plymouth Hospitals NHS Trust, Pluss and Serco has created employment opportunities for young adults with Learning Disabilities. In its first six years, 74% of the project's interns have gone on to achieve paid employment.

## STEM

More than seventy female Year 9 students from seven schools across Devon and Cornwall attended a 'Young Women into STEM Taster Day'. The annual event gave the students the opportunity to try their hand at a range of practical STEM workshops. Activities ranged from forensic science, media and an introduction to computer-aided design, to workshops on the electrical, bricklaying and automotive trades.

## Volunteering

City College students, who participated in the Prince's Trust personal development programme, received commendation certificates from Plymouth's Lord Mayor. Students were commended for their community work which included refurbishing a music and games room at Hamoaze House – a day centre supporting people who have been affected by drug and alcohol abuse.



Young Women into STEM Taster Day



## Feeling Safe

Student feedback from 2016/17 surveys indicated that they felt safe (93%), respected (94%) and understood the need to work well with people of different types and backgrounds and to value everyone's contribution (96%). Our 2016 Ofsted Inspection reported that safeguarding is effective; robust systems and operational procedures protect students and staff from bullying and harassment.

There are a range of College support services including student welfare and counselling, a Safeguarding Team and Student Union support text service. 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 are demonstrated by the low level of equality and diversity related formal complaints received through our Talkback process.

The attendance and progress of students who have looked after status including those students who are care leavers was closely monitored; 92% of students successfully completed their Study Programme.

In September, the College hosted the South West Grid for Learning Trust's online safety briefing, when 40 personnel attended from colleges and schools across the City. For Safer Internet Day, the learners accessing information on Moodle, the College's Virtual Learning Environment, increased from 195 in 2016 to 313 in 2017.

The continued close monitoring by the Human Resources Team of the uptake of Safeguarding Training, Health and Safety Training and Equality and Diversity Training has maintained this key performance indicator at 100% throughout the year.

## Fostering good relations

There are good links between the College and external equality and diversity organisations. The College works with a number of local organisations including the Plymouth Centre for Faith and Cultural Diversity, Students and Refugees Together, the Plymouth and Devon Racial Equality Council and Plymouth Information, Advice and Support for SEND. Work is also undertaken with national bodies such as the Equality and Human Rights Commission, the Association of Colleges and specialist organisations, like Action for Blind People and Ambitious about Autism. College representatives attend external equality networks and training events to research good practice.

Ninety-six per cent of learners provided good/better feedback regarding their understanding of the need to work well with people of different types and backgrounds and the importance of valuing everyone's contribution.

# Prevent

The College has worked proactively as part of the Plymouth Prevent Partnership and the South West Regional FE and HE Prevent Forum since 2009; a comprehensive and current 'Prevent Duty' Risk Assessment Matrix is used to track activity and progress. 99.84% of College staff have engaged with Prevent training and, as part of their induction training, student course reps were briefed on the importance of the Prevent Duty. College governors attended a briefing on their role in accordance with the Prevent duty.

A number of College staff attended 'Think' training, - an initiative that counters extreme right-wing views and aims to promote British Values, diversity and inclusion and has subsequently supported learners to build resilience and to further develop critical thinking skills.

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

The College On-Line Safety Group guides learner engagement with on-line safety. This group provides advice to support staff and learners in becoming safe on-line, including supporting the College in fulfilling its Prevent Duty as part of safeguarding.

# Equality Monitoring - Student Data

The College operates very good systems to track equality performance; the Equality and Diversity Committee and College Corporation receive termly progress reports. Improved performance for learners of most groups, including disadvantaged learners, 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.

Characteristic	Status	Achievement Overall	Gap 16/17	Gap 15/16
Additional Learning Support	Not Receiving Support	86.3%	+0.3%	+5.3%
Additional Learning Support	Receiving Support	86.6%		
Age	16-18	85.9%	+1.5%	-1.1%
Age	19+	87.0%		
Learning Difficulty	Declared Learning Difficulty	86.7%	+0.5%	+0.8%
	No Learning Difficulty	86.2%		
Disability	Declared Disability	84.8%	-2.1%	0%
	No Disability	86.9%		
Ethnicity	Ethnic Minority	85.9%	-0.5%	+2.7%
	White British	86.4%		
Gender	Male	87.6%	+2.5%	+1.7%
	Female	85.1%		
Young Male/Female	Young Male	87.3%	+3.4%	+3.9%
	Young Female	83.9%		

## 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 6% in 2016/17.

## Pregnancy and Maternity

Support for pregnant learners and parents-to-be is effective; project work undertaken to support these young learners received national recognition as a runner-up in the Association of Colleges Beacon Awards and has been used as a national exemplar of good practice.

The College supports parents through the provision of excellent nurseries. The nurseries enable both students and staff to study and/or work knowing their children are well cared for and stimulated. The College's nursery provision was visited by Ofsted in 2016; their findings reported that the nursery provision was good with an outstanding judgement for children's' personal development, behaviour and welfare.

## Religion or belief

Amongst College staff who responded, Christianity was identified with by 35%; 3% identified with another religion or belief and 46% of staff chose not to comment on their religion or beliefs.

## 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 College Students' Union who are working to develop closer links with the group at Plymouth University. Amongst College staff who responded, 31% chose not to comment on their sexual orientation.

## Transgender (gender identity)

The College is committed to tackling discrimination and this includes discrimination on the grounds of gender identity. The College provides appropriate 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 is provided to ensure that staff have awareness of transgender issues.

# Equality Monitoring - Workforce Data

The College employs 616 people, 4% of whom are in management roles. The Senior Leadership Team (SLT) comprises the Principal, Deputy Principal and two Vice Principals. There are five Faculties, each divided into Academy Areas, and eleven Service Areas.

The table below shows the College workforce profile:

Workforce Profile Characteristic	Measure	
Age	Under 45	49%
Age	Over 45	51%
Disability	Declared	7%
Ethnicity	Minority ethnic heritage	6%
Mean gender pay gap		7.8%
Median gender pay gap		15.21%
Religion or belief	Christian	35%
Religion or belief	Other belief	3%
Religion or belief	Non belief	16%
Religion or belief	Not provided	46%
Sexual Orientation	Lesbian, Gay and Bisexual	2.0%
Sexual Orientation	Heterosexual	67%
Sexual Orientation	Not provided	31%
Governor Profile	Male	64%
Governor Profile	Female	36%

# Equality Objectives

Our promotion of equality and diversity is focused through Equality Objectives and an associated Equality and Diversity Action Plan. This was introduced in 2011/12 to replace the Single Equality Scheme which had run from 2008/9 to 2010/11.

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
- meeting the requirements of the equality legislation to cover age, disability, gender, gender identity, pregnancy and maternity, marriage and civil partnership, race, religion and sexual orientation.

The progress made towards our 2016/17 Equality Objectives identified below will be used as 2017/18 baseline data.

City College Plymouth: Equality Objectives - Progress 2016/17

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS	ASPIRATIONAL TARGET	2016/17 Progress
<b>Promoting equality for our students</b>			
High success rates for all students; ensure students from disadvantaged groups are fully supported throughout their programmes and achieve successful outcomes and progression	Declared Learning Difficulty	0% achievement gap	+0.5%
	Ethnicity gap	0% achievement gap	-0.5%
	Gender gap	0% achievement gap	+2.5%
	Age gap	0% achievement gap	-1.1%
Students experience respect and fair treatment	Student Feedback: Respect from staff Feeling safe Work well with all	100% good/better response 100% good/better response 100% good/better response	94% 93% 96%
<b>Promoting equality for our workforce</b>			
Improve the diversity of our staff and governing body to reflect the communities we serve across all the equality areas	Workforce profile	Disability profile 10% Ethnicity profile 7%	Disability Profile 7% Ethnicity profile 6%
<b>Promoting equality in our working practices</b>			
Continue to provide appropriate training, support and guidance to staff and students	Staff training statistics Student satisfaction	100% staff trained Student feedback ratings 85%+	100% staff trained Overall student satisfaction good/better Autumn term 91% Summer term 91%
Demonstrate the integration of diversity, embraces British Values, safeguarding and respect for everyone into each aspect of our work and learning	Staff training statistics Student satisfaction and external scrutiny confirms excellence in this area	100% staff trained in Prevent Effective promotion E & D including the inherently British values of the College	99% staff have attended Prevent training

**City College Plymouth Equality Objectives 2017/18**

<b>EQUALITY OBJECTIVE</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASPIRATIONAL TARGET</b>	<b>2016/17 Baseline</b>
<b>Promoting equality for our students</b>			
<p>High success rates for all students through ensuring that students from disadvantaged groups are fully supported to achieve successful outcomes and progression.</p> <p>Implementation of College-wide mental health strategy.</p> <p>Ensure that students experience respect and fair treatment.</p>	Students who have an EHC Plan	100% achievement	96% achievement
	Students who receive ALS	0% achievement gap	+0.3%
	Students who have a declaration of mental ill health	0% achievement gap	80.2% achievement
	Students who have <i>Looked After</i> status	100% completion	92% completion
	Ethnicity gap	0% achievement gap	-0.5%
	Gender gap	0% achievement gap	+2.5%
	Age gap	0% achievement gap	-1.1%
	Student feedback: respect from staff feeling safe	100% good/better feedback	93%
<b>Promoting equality for our workforce</b>			
Improve the diversity of our staff and governing body to reflect the communities we serve.	Workforce and Governor profile	Workforce Disability profile 10% Ethnicity profile 7%	Workforce Disability Profile 6% Ethnicity Profile 7%
<b>Promoting equality in our working practices</b>			
<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>	Staff training statistics	100% staff up to date with E & D and Prevent training	100% staff E & D trained 95% staff Prevent trained
	Student satisfaction surveys	Student feedback ratings 85%+	Overall student satisfaction good/better Autumn term 91% Summer term 88%
	Internal and external scrutiny confirms excellence in this area	90% observations confirm good practice	Ofsted Inspection judgement



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