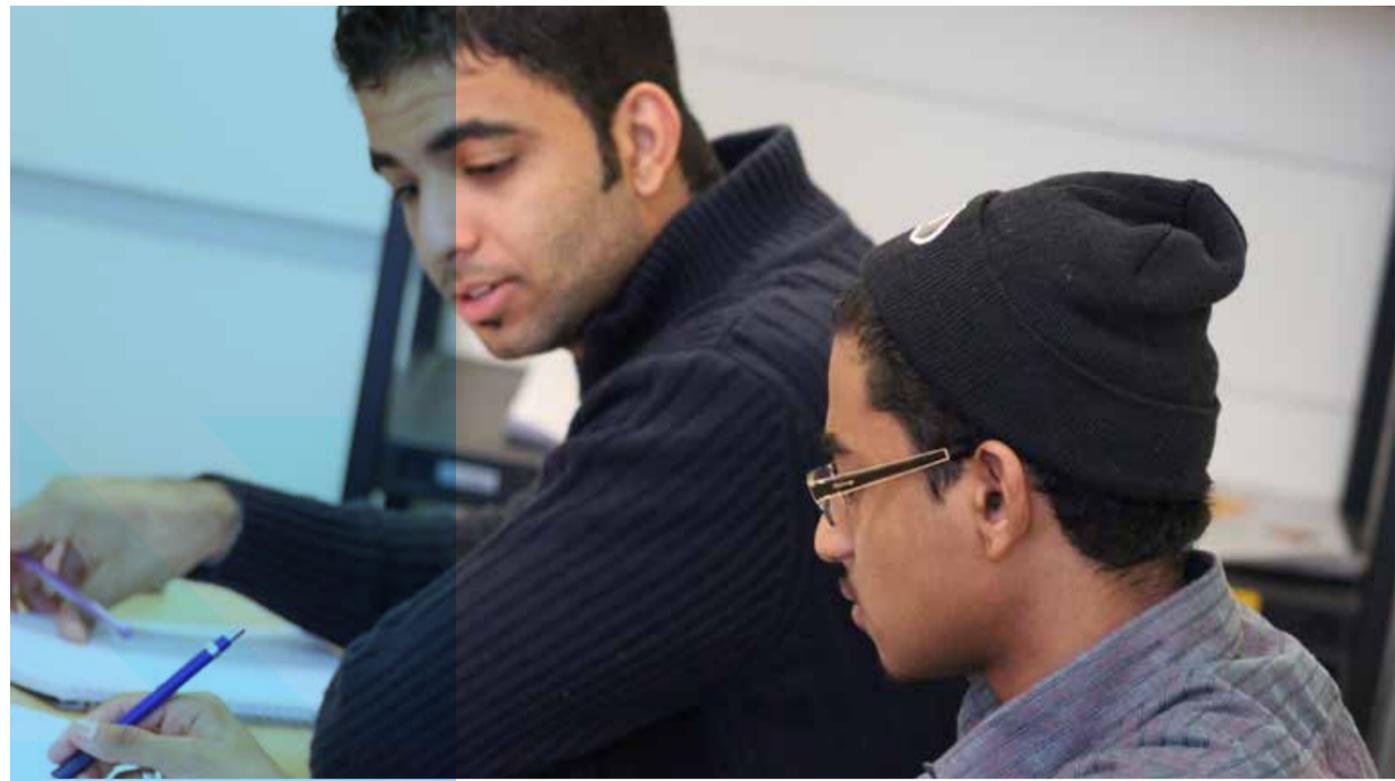




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OF IT**

Equality and Diversity
Annual Report **2017/18**



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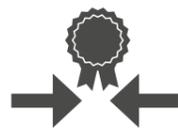


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Highlights 2017/18

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:



95% of learners with an Education, Health and Care Plan achieved their qualification



93% of learners with looked after status achieved this qualification



92% of learners from an ethnic minority achieved



86% of learners disclosing mental ill health achieved their qualifications compared to 46% nationally



97%

of learners rated their understanding as good or better of the need to work well with people of different types and backgrounds and to value everyone's contribution



96%

of learners said they had a good or better understanding of how to protect themselves from harm including staying safe online



£3994

raised for the College's chosen charity - Macmillan Cancer Support

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 our policies and procedures. Sharing this report is a great opportunity to celebrate our successes, to provide an insight into some of the activities undertaken over the last year and to identify the progress we have made towards published equality objectives.

Diversity is a strong and positive attribute that brings many benefits to both our student population and our workforce. In an increasingly diverse world, we recognise that we have the responsibility to ensure that all students learn the importance of key values to help them live and work within modern British society.

This report takes stock of our position at the end of 2017/18 against our policy objectives and sets out our 2018/19 priorities. At our last inspection in 2016, Ofsted commented positively on our narrowing achievement gaps for disadvantaged learners. They also reported on how well our College promotes learners' understanding of British values and develops understanding of the risks associated with radicalisation and extremism.

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 to celebrate our differences being our strengths.

Penny Wycherley
Interim Principal and CEO

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 respectful culture which discusses and challenges prejudice
- 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 support 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.

There are many inspiring activities which promote equality and diversity, shape College life and involve wider community and partnership working; examples from 2017-18 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 DisabledGo accreditation and we are part of the Government's Disability Confident scheme that supports employers to make the most of the talents people with disabilities can bring to the workplace.

The College is delighted to have been awarded the Teaching Excellence Framework Gold Award in such recognition of the high standard of our university-level provision.



Students demonstrating their baking expertise at the City's Flavour Fest.

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 students by age, gender, ethnicity, declared learning difficulty or disability and outcomes for those students who received additional learning support.

Apprenticeships

There is good promotion of equality and diversity within apprenticeships, with high completion rates for females in Engineering and Construction. On apprenticeships in Business Administration and Hairdressing, 97% of males completed a full framework. Since 2009/10, the number of females going into Engineering, Automotive and Construction apprenticeships has increased from 1% to 6%. Successful utilisation of local press and media is helping to raise the awareness of those succeeding in such non-stereotypical roles.

Breakfast Club

This is the seventh 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.



Female Apprentices Take Home Johnstone's Young Painter of the Year Title



Christmas Hampers

Each year collections are made and through amazing donations, hampers are distributed to those 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, students had the opportunity to engage with Diversity Week activities that 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.

Chinese students studying at City College Plymouth hosted a fantastic party to celebrate the Year of the Dog. This year, students taught their peers how to make traditional dumplings and the day culminated in a party held in the College's PL1 Restaurant. They enjoyed some traditional Chinese cuisine followed by party games and a special prize draw.

A number of our Public Services learners were involved in a 'Disaster Day' exercise based at HMS Raleigh. This involved a full scale mock terrorism act where learners gained valuable experience in responding to such an occurrence.

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 including 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 mainstream learner groups such as the Public Services Sports Leadership Group.

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.

The Police and Crime Commissioner for Devon and Cornwall, Alison Hernandez, visited the College to speak to students studying for a Foundation Degree in Public Services. Ms Hernandez gave a presentation on the Police and Crime Plan as well as taking questions from the students, many of whom have ambitions to work for the police force.

Democracy

Promotion of key values to help prepare our learners for work and life in modern British society has continued.

To mark the 100th year of the first steps toward universal female suffrage, College students and staff staged a costume Flash Mob in the Stem Café foyer.

The Student Liaison team has worked to raise awareness to learners of the cross-party Fair Vote Campaign to extend the franchise to 16 and 17 year-olds and in February, College students were encouraged to vote in this year's UK Youth Parliament election. Eight candidates from across the city battled for four places to represent the city's youth at local, regional and national level. A total of 6,644 young people in Plymouth voted, the highest ever number of voters in a Plymouth UK Youth Parliament election. The newly elected members will contribute to national campaigns, including raising awareness and understanding of autism and youth homelessness, and lowering the voting age to 16.

Fostering Good Relations Overseas

Each year, more than one hundred College students have the opportunity to participate in work experience and training placements overseas. More than seventy staff members have travelled to countries such as China, Thailand, Malaysia and South Africa to learn about their education systems.

The British Council has recognised our College as a shining example of how internationalisation activities can enhance further education. Furthermore, our International Staff Development Programme was recognised through an Association of Colleges Beacon Award Commendation.

Funded by Erasmus+, twelve City College Plymouth games, computing and media students travelled to Helsinki to team up with students from a Finnish College. Over two weeks they worked together to design, programme and film the creation of an exciting role-playing game.

Some of our Business students spent a fortnight at Germany's leading energy company, MVV Energie, in Mannheim. As part of the project, the students gained valuable work experience and a unique insight into life as an employee of a large, multinational company.

Over a twelve-week period, a group of Brazilian degree students acted as mentors to College tourism learners - the mentors shared insight into their culture and vocabulary and into some of the economic and social problems within their country. For the second year, HE and FE learners supported the Chinese dementia project to help nurses in China to develop awareness of Dementia.

Fairtrade

Since 2008, the College has maintained Fairtrade status and works in partnership with Aramark (the College's catering provision) 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.

Fundraising

College students and staff raised £3,263 for Macmillan Cancer Care through fundraising activities, including: bake sales, charity dinners, beauty treatments, talent shows, raffles and winter safety checks for cars. A further £700 in fundraising was raised over the summer for the charity by the College and final figure raised was an amazing £3994.

In April of this year, a group of our business students organised a charity event for OHOB (Open Hearts, Open Borders), - a refugee aid organisation.

Learners also assisted in Royal Navy events to raise funds for the Royal Navy and Royal Marines Charity (RNRMC).



Handing over a cheque to the College's chosen charity.



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 outstanding (95%) for those students who have an Education, Health and Care Plan.

Two members of the Learning Support Team, attended the prestigious nasen/SEND awards ceremony at the Museum of London; we were delighted that one member of staff won the national award for 'Learning Support Staff' category whilst the other member of staff was shortlisted and received a commendation for the 'Effective Collaborative Working' category.

Mental Health

The Equality and Diversity Committee has established a clear focus to develop and implement a long-term College-wide mental wellbeing strategy. Launched in 2016, Mental Health Matters identified a clear strategy and action plan to support learners and staff who experience mental health difficulties. In 2017/18, achievement outcomes for learners who disclosed mental ill health increased; 86% of learners (+6.7% 16/17) achieved their qualification compared to a 46% national rate of achievement (15/16 data).

The Chair of the E & D Committee is represented at the Association of Colleges (AoC) National

Strategy Group for Mental Health which provided a response to the Government consultation on the green paper Transforming Children and Young People's Mental Health Provision.

In the past four years, 65 staff have undertaken Mental Health First Aid training and a further 89 staff have been trained in raising awareness of mental ill health. Furthermore, the College has been fortunate to engage the services of two qualified volunteer counsellors which has facilitated greater flexibility for learners to access the College Counselling Service.

In May, the mental wellbeing campaign 'Be Kind to Your Mind' took place; activities during the week included Indian head/hand massage, express your emotion photo booth, walk-and-talk support, a drop-in counselling service and a range of resources and signposting to encourage the College community to be kind to their minds and achieve positive mental health.

College governors attended an in-depth briefing that provided updates on mental health work undertaken/planned in accordance with the Mental Health Matters strategy.

Work undertaken to support mental health and wellbeing has been recognised through the Association of Colleges Beacon Standard Commended Status.

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.



Students celebrate gaining an internship with the Local Authority.

STEM

The Young Women in STEM event, now in its twelfth year, invited female pupils from secondary schools across Plymouth and Cornwall to take part in interactive workshops and discover careers in these industries and to close the recruitment gap between male and female workers. From automotive to forensic science and media to bricklaying, the young women had the chance to explore all aspects of STEM in the College's industry-standard facilities, including the Regional Centre of Excellence for STEM.

Supported Internships:

A supported employment internship programme, based at Derriford Hospital, which assists young adults with learning disabilities to gain paid employment, has won another award. This is in recognition of the progression of 72% of Project Search graduate interns into full-time employment. Now in its eighth year, the Project Search partnership between City College, Plymouth Hospitals NHS Trust, Pluss and Serco has created employment opportunities for young adults with Learning Disabilities.

A further seven young people with learning difficulties started supported internships with Plymouth City Council as part of a trial project with City College Plymouth.

Feeling Safe

Student feedback from 2017/18 reported a good/better response regarding feeling safe (96%), respected (95%) and an understanding of the need to work well with people of different types and backgrounds and to value everyone's contribution (97%). Our 2016 Ofsted Inspection reported that safeguarding is effective and that robust systems and operational procedures protect students and staff from bullying and harassment.

The continued close monitoring by the Human Resources Team of staff engagement with Safeguarding Training, Health and Safety Training, Stay Safe, Prevent, General Data Protection Regulation and Equality and Diversity Training has maintained this key performance indicator at 100% throughout the year.

The attendance and progress of students who have looked after status including those students who are care leavers was closely monitored; 93% of students successfully completed their Study Programme.

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

Fostering good relations

The College works with a number of local and national organisations including 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 and specialist organisations, like Action for Blind People and Ambitious about Autism.

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. College staff have engaged with Prevent and Stay Safe 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.

College governors continue to ensure that equality and diversity 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.

The College Online Safety Group guides student engagement with online safety. This group provides advice to support staff and learners in becoming safe online, including supporting the College in fulfilling its Prevent Duty as part of safeguarding.

As part of our commitment to the Prevent Duty, fifty-six College managers attended Project Argus training and all staff completed training for recommended procedures to be followed in the unlikely event of weapons or firearms attack.

A letter of thanks from Lord Agnew, the Parliamentary Under Secretary of State for the Department of Education, has been received in recognition of the work the College has undertaken regarding the Prevent Duty.

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 success 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 17/18	Gap 16/17
Additional Learning Support	Not Receiving Support	89.9%	+0.5%	+0.3%
	Receiving Support	90.4%		
Age	16-18	90.9%	+2.1%	+1.5%
	19+	88.8%		
Learning Difficulty	Declared Learning Difficulty	90.6%	+1.1%	+0.5%
	No Learning Difficulty	89.5%		
Disability	Declared Disability	90.2%	+0.6%	-2.1%
	No Disability	89.6%		
Ethnicity	Ethnic Minority	91.5%	+1.9%	-0.5%
	White British	89.6%		
Gender	Male	91%	+2%	+2.5%
	Female	89%		
Young Male/Female	Young Male	92.5%	+3.6%	+3.4%
	Young Female	88.9%		

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 8% in 2017/18.

Pregnancy and Maternity

Support for pregnant learners and parents-to-be is effective; project work undertaken to support these young students 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. Achievement for supported pregnant learners in 2017/18 was 91%.

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 36%; 4% identified with another religion or belief and 42% 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 Students Liaison Team and the College Students' Union who work with a number of external support and advice agencies and organisations. Amongst College staff who responded, 27% chose not to comment on their sexual orientation.

Transgender (gender identity)

The College is committed to tackling discrimination and this includes discrimination on the ground 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. The College helps to signpost students to a range of external support groups.

Equality Monitoring - Workforce Data

The Senior Leadership Team (SLT) comprises the Principal, Deputy Principal and two Vice Principals. There are five Faculties, each divided into Programme Areas, and eleven Service Areas. The table below shows the College workforce profile:

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	8%
Gender	Male	38%
Gender	Female	62%
Gender pay gap	Mean gender pay gap	11.46%
Gender pay gap	Median gender pay gap	18.60%
Religion or belief	Christian	36%
Religion or belief	Other belief	4%
Religion or belief	Non belief	18%
Religion or belief	Not provided	42%
Sexual Orientation	Lesbian, Gay and Bisexual	2.0%
Sexual Orientation	Heterosexual	71%
Sexual Orientation	Not provided	27%
Governor Profile	Male	58%
Governor Profile	Female	42%

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

as well as 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.

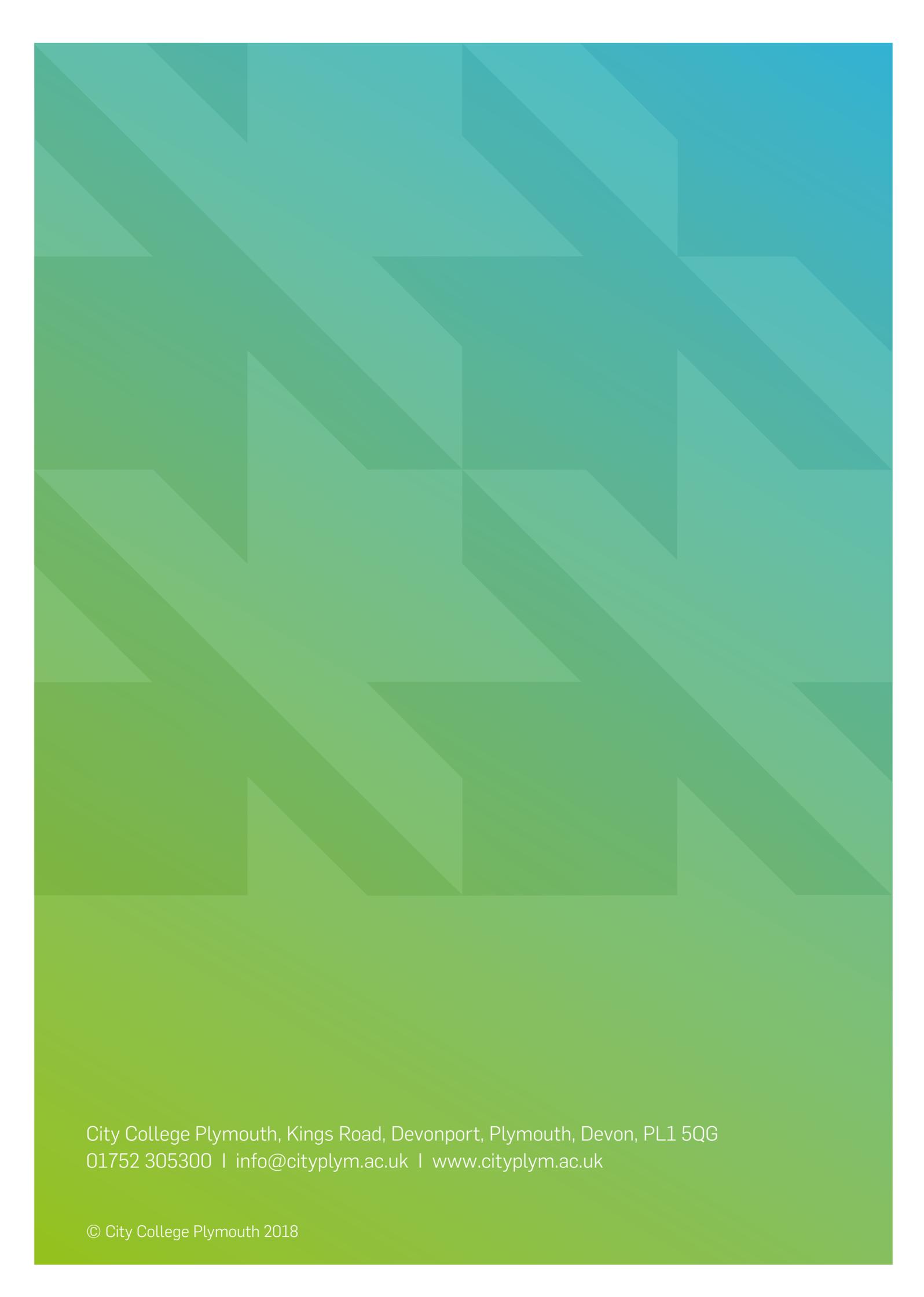
The progress made towards our 2017/18 Equality Objectives identified below will be used as 2018/19 baseline data.

City College Plymouth: Equality Objectives - Progress 2017/18

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS	ASPIRATIONAL TARGET	2017/18 Progress
Promoting equality for our students			
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	+1.1%
	Ethnicity gap	0% achievement gap	+1.9%
	Gender gap	0% achievement gap	+2.0 %
	Age gap	0% achievement gap	+2.1%
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	95% 96% 97%
	Promoting equality for our workforce		
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 86%
Promoting equality in our working practices			
Continue to provide appropriate training, support and guidance to staff and students	Staff training statistics Student satisfaction	100% staff trained	100% staff trained
		Student feedback ratings 85%+	Overall student satisfaction good/better Autumn term 93% Summer term 93%
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 Students feel safe 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	100% staff have attended Prevent training

City College Plymouth Equality Objectives 2018/19

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS	ASPIRATIONAL TARGET	2017/18 Baseline
Promoting equality for our students			
High success rates for all students through ensuring that students from disadvantaged groups are fully supported to achieve successful outcomes and progression.	Students who have an EHC Plan	100% achievement	95% achievement
	Students who receive ALS	0% achievement gap	+0.5%
Implementation of College-wide mental health strategy.	Students who have a declaration of mental ill health	0% achievement gap	86% achievement
	Students who have <i>Looked After</i> status	100% achievement	93% achievement
Ensure that students experience respect and fair treatment.	Ethnicity gap	0% achievement gap	+1.9%
	Gender gap	0% achievement gap	+2%
	Age gap	0% achievement gap	+2.1%
	Student feedback: respect from staff feeling safe	100% good/better feedback	95%
Promoting equality for our workforce			
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 7% Ethnicity Profile 8%
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 95% staff Prevent trained
	Student satisfaction surveys	Student feedback ratings 85%+	Overall student satisfaction good/better Autumn term 93% Summer term 93%
	Internal and external scrutiny confirms excellence in this area	90% observations confirm good practice	Ofsted Inspection judgement

The background of the page is a complex, abstract geometric pattern. It consists of numerous overlapping, semi-transparent shapes in various shades of teal and green. The shapes are primarily rectangular and triangular, arranged in a way that creates a sense of depth and movement. The colors transition from a lighter, almost white-green at the top to a darker, more saturated green at the bottom. The overall effect is a modern, textured background.

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