

City College Plymouth, Kings Road, Devonport, Plymouth, Devon, PL1 5QG
01752 305300 | info@cityplym.ac.uk | www.cityplym.ac.uk

© City College Plymouth 2021

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2019/20



**BE PART
OF IT**

City College Plymouth
Equality, Diversity & Inclusion Annual Report 2019/20



CONTENTS

Highlights 2019/20	2
Foreword	3
Celebrating Diversity and Advancing Equality of Opportunity	4
Fostering Good Relations	10
Feeling Safe	10
Prevent	11
Equality Monitoring	12
Equality Objectives	18



If you would find it easier to read this guide in larger type or a different format, please call **01752 305300** or e-mail info@cityplym.ac.uk.



HIGHLIGHTS 2019/20

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:

90.6% of students who had a high learning need with an Education, Health and Care Plan achieved their qualification

88.2% overall achievement for students with a special educational need

93.4% pass rate for students with an exam concession

86.6% achievement for students with **looked after** status, with 98.8% retention

89.9% achievement for students who declared as an ethnic minority

92% of young females achieved their qualification compared to 89.6% young males. The first time in three years that achievement for young females has overtaken young male achievement



98% of students have a good/better understanding of the need to work well with people of different types and backgrounds and value everyone's contribution



96% of students felt safe whilst at the College and in other learning environments



84.6% achievement for pregnant students and young parents in 2019-20, with retention at 92.9%

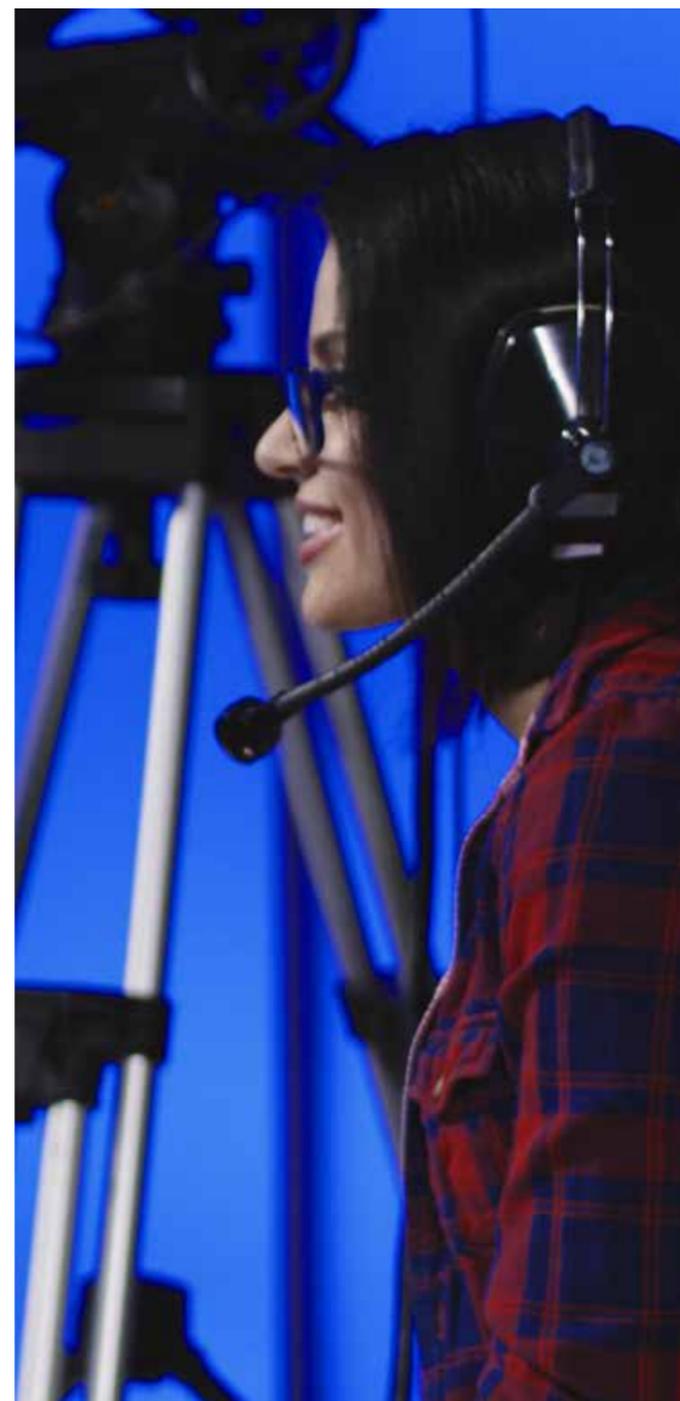


£4,665 raised by the College foodbank to go towards supporting students and their families



£400+ raised for the College's chosen charity - Children's Hospice Southwest, with continued fundraising into 2020/21.

FOREWORD



I am immensely proud to introduce the Annual Equality, Diversity and Inclusion Report for City College Plymouth. Creating and maintaining a culture of respect, ownership and integrity, celebrating diversity, and breaking down barriers to success are core values central to our work. Despite the challenges of 2019/20, I am extremely proud to share this report and to celebrate our successes, provide insight into some of the activities undertaken over the past year, and to identify the progress we have made towards our published equality and inclusion objectives.

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

This report takes stock of our position at the end of 2019/20 against our policy objectives, and sets out our 2020/21 priorities. At our most recent inspection in March 2020, Ofsted commented positively that students feel safe because staff care for them and provide them with effective support when they need it. Continuing progress is being made to narrow achievement gaps for disadvantaged students.

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

Let us continue in making our differences our strengths.

Jackie Grubb
Principal and CEO

CELEBRATING DIVERSITY AND ADVANCING EQUALITY OF OPPORTUNITY

City College 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. Creating and maintaining a culture of respect, ownership and integrity, celebrating diversity, and breaking down barriers to success are core values central to our work. 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 follow our vision and values of respect, integrity and ownership for equality, diversity and inclusion
- being clear with those who work and learn with us about the inherent values for life and work in modern British society.

There are many inspiring activities that promote equality, diversity and inclusion, that shape College life and involve wider community and partnership working; examples from 2019-20 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 and the Association of Colleges' Mental Health and Wellbeing Charter. The College is 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 also holds the Teaching Excellence Framework Gold Award in recognition of the high standard of our university-level provision.

• **Achievement gaps**

Improved performance for students of most groups, including disadvantaged students, has resulted in achievement gaps narrowing again across the College. The table on page 13 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, diversity and inclusion within Apprenticeships, with high completion rates for females in engineering and construction. Successful utilisation of local press and media is helping to raise awareness of those succeeding in non-stereotypical roles.

• **Breakfast Club**

This is the ninth year that the College has offered a free healthy breakfast to all students with 22,300 being provided. Student engagement in the Breakfast Club continues to be good.



The College foodbank in partnership with Plymouth City Council.

• **Chaplaincy Team**

The multi-faith chaplaincy team is well established and offers moral and spiritual support to students and staff through weekly drop-in sessions throughout the year. The team also hosts and supports key celebrations, such as Remembrance and the Christmas carol service. The team has also supported our student community during the pandemic by providing bereavement support.

• **College foodbank**

The College foodbank established by our Access students has been one of the great successes of 2019/20. It raised in excess of £4,000 through fundraising/donations and in partnership with Plymouth City Council. This has enabled City College to support some of the most vulnerable students and their families during a difficult year. Fundraising will continue into 2020/21.

• **Christmas hampers**

Every year, students and staff generously donate both food and non-food items for hampers that are then distributed to students who are most in need.

• **Community church café**

Although interrupted by the COVID-19 restrictions, students from Skills Development courses successfully continue to support the community café at a local church.

FOSTERING GOOD RELATIONS OVERSEAS

• Curriculum engagement

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

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

Throughout 2019/20, ESOL students have been supported through a project with Solution Circles, which supports UASC (unaccompanied asylum-seeking children), led by Devon County Council. This project is developing additional support for the difficulties these students face whilst attending college and learning to speak English, and has had a positive impact. ESOL students also took part in volunteering activities to widen their knowledge of British culture and to gain experience of employment in Britain. Students developed personal, social and employability skills through a variety of enterprise activities, including cooking activities to learn about cultural differences.

• Democracy

Promotion of key values to help prepare our students for work and life in modern British society has continued. City College hosted a hustings event with the different prospective parliamentary candidates prior to the 2019 General Election, to provide students with an opportunity to ask questions directly to the candidates and gain an invaluable insight into the role each political party has in shaping the city of Plymouth. Politicians from across the political spectrum were in attendance, including: Luke Pollard for the Labour Party; Rebecca Smith for the Conservative Party and Graham Reed from the Liberal Democrats.



Students questioning local MP's at the hustings event.

Following the hustings event, the Student Liaison team held a mock election to raise awareness of the right to vote. College students were encouraged to take part including 16 and 17-year-olds, highlighting the value and importance of their individual political voice. They also used their vote to elect 11 new Student Council members, who were responsible for promoting equality and diversity across the College community, including raising awareness and understanding of LBGT+, being safeguarding ambassadors, and supporting College campaigns to raise awareness of equality and diversity issues.

• Student voice

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 steadily grown over the last five years. The 'You Said - We Did' campaign is highly visible across the College showing students what they said and what response the College had made.

Each year, more than 100 City College students have the opportunity to participate in work experience and training placements in Europe, funded by Erasmus+. The College is delighted to have secured funding until 2023.

Approximately 70 staff members annually get to experience education systems in countries such as China, Taiwan, Netherlands and Germany. Through the success of our Erasmus+ funding, this will be increased over the coming years to fund approximately 90 annual staff opportunities.

Opportunities to travel during 2019/20 were limited due to the COVID restrictions, however, 40 staff and students were lucky enough to participate in Erasmus+ funded work placements, structured courses and job shadowing across Europe prior to the global Pandemic.

A former BTEC business student took part in a European exchange to Germany and Italy in 2017 and 2018; and stated:

"The trips made me realise the number of opportunities available to me for studying and potentially working abroad. I also realised the advantages of learning another language and how it's likely to benefit me when it comes to employment (especially if you hope to travel with work)."

The student is now completing a degree in international business and is carrying out her one-year work placement with the College's International team.

Following the Government's decision to discontinue with the Erasmus+ programme, City College intends to continue this collaboration with our valued European partners and create new global opportunities through the Government's new Turing scheme, for both our staff and students.

• Student Council

The elected Student Council represents a diverse student body, and champions the student voice. More than 200 students took part in the elections with representation from the whole College community. During 2019/20, the Student Council had a significant impact in shaping management thinking and in creating new representation for minority groups in the College. One of its great successes during 2019/20 has been the development of the LGBTQ+ Society and promotion of this through events, shared both internally and externally using social media.

Other examples of where the Student Council has enjoyed representation and/or had significant involvement with decision-making:

- the SU President and Chair of Council represented the student body at all Governance meetings
- meeting the Principal monthly, even during the lockdown
- informal monthly lunch meetings with the Deputy Principal
- attendance of key committee groups such as Equality, Diversity and Inclusion Committee, English & Maths Strategy Group and the Health & Safety Committee.

• Black, asian and minority ethnic (BAME)

The Student Council made strong representation in support of BAME students and held regular meetings with the Principal to discuss ways to strengthen the support and celebrate BAME internally and externally. The College responded by making a public statement in support of our BAME community.



Ofsted inspection

At our most recent inspection in March 2020, Ofsted commented positively that students feel safe because staff care for them and provide them with effective support when they need it.

- **Fairtrade**

The College has maintained Fairtrade status and works to ensure that Fairtrade products are available in all eateries and sourced locally to support local businesses. The College's Hospitality Academy uses Fairtrade ingredients in teaching and learning and supports campaigns through serving Fairtrade-focused menus in its PL1 restaurant and bistro. Fairtrade is embedded into curriculum and community work and promoted through workshops, lessons and events such as the Freshers' Fair and the Student Conference.

- **Supporting communities**

Despite the challenges of the COVID restrictions, students and staff raised more than £400 for Children's Hospice South West through fundraising activities, including: bake sales, Christmas stalls, wellbeing walks, coffee mornings and some online activities. They will continue to support this charity during 2020/21.

The College continues to support the Youth Ascends school and college forum that encourages young people aged 9 to 25 to engage in discussions and feed their experiences and views to Plymouth City Council steering groups. The group meets at City College once a month and engages in a variety of student-centred activities.

- **Additional 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 (90.6%) for those students who have an Education, Health and Care Plan.

The Learning Support team has been supporting the Youth Ascends Project in Plymouth, which supports and encourages young people with special educational needs and disabilities to get their voice and their opinion heard within the City.

- **Mental health and wellbeing**

The College is signed up to the Association of Colleges' Mental Health and Wellbeing Charter and has a clear strategy and action plan to support students and staff who experience mental health difficulties.

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 poor mental health. Furthermore, the College has two qualified counsellors, which facilitates greater flexibility for students to access the College Counselling Service.

In May, staff and students engaged in a range of events and activities as part of the Mental Health Awareness Week. These included the One Mile Wellbeing Walk and Talk, a drop-in counselling service and yoga. They also promoted a range of resources and signposting to encourage the College community to be kind to their minds and achieve positive mental health.

College governors are actively involved and receive in-depth briefings that provide updates on the mental health work undertaken/planned in accordance with the Wellbeing and Mental Health Charter.

- **Community action projects**

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

- Skills Development students supporting litter-picking projects to help clean the environment
- conservation work at Burrator and College Wood. Prior to the lockdown, restrictions students continued to support work to cut back invasive growth and prune trees
- Access students set up the College foodbank and raised money to purchase food, toiletries and other items for some of our most vulnerable students
- a group of students help to support a weekly community café at Stoke Damerel church
- care home project - students from the carpentry and painting and decorating department responded to a call from Abbeyfield nursing home to create a visitor pod.



Abbeyfield nursing home visitor booth.

- **STEM**

The College continues to promote Young Women in STEM, now in its 13th year. Female pupils from secondary schools across Plymouth and Cornwall take part in interactive workshops and discover careers in these industries, with the aim of closing the recruitment gap between male and female workers. During the 2019/20 lockdown, a series of online inspirational talks from key females in industry gave young female students the opportunity to explore careers from key industry role models in a range of STEM-related careers.

- **Skills Development**

Skills Development students are fully integrated in the College community and take part in weekly vocational option sessions. This gives them an insight into a wide range of future study and career paths that empowers them to make meaningful and informed choices about their futures.

- **Supported internships**

The supported internship programme continues to build on last year's success. Based at Derriford Hospital, it assists young adults with learning disabilities to gain paid employment. Year-on-year, more than 70% of Project Search graduate interns move into full-time employment. Now in its tenth year, the Project Search partnership between City College, University Hospitals Plymouth NHS Trust, Pluss and Serco has created employment opportunities for young adults with learning disabilities.

Ten places a year for young people with learning difficulties are available on supported internships with Plymouth City Council as part of the project with City College Plymouth.

FEELING SAFE

Student feedback from 2019/20 reported a good/better response regarding feeling safe (96%) and an understanding of the need to work well with people of different types and backgrounds and to value everyone's contribution (98%). At our recent inspection in March 2020, Ofsted commented positively that students feel safe because staff care for them and provide them with effective support when they need it.

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; 86.6% of students successfully completed their study programme, with 98.8% retention.

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

The strong and effective arrangements to protect students from bullying and harassment continue to be 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 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. College staff and students 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. Themes around radicalisation, terrorism and extremism are also embedded within the College tutorial programme. College governors attend a briefing on their role in accordance with the Prevent Duty.

College governors continue to ensure that 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.

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

Lesbian, gay, bisexual and trans (LGBT)

Every year, the College students and staff join the rest of the UK in marking Lesbian, Gay, Bisexual and Trans (LGBT) History Month and some take part in the Pride Plymouth to embrace and celebrate the diversity of the LGBTQ communities, although due to the 2019/20 lockdown this local event had to be cancelled. The Student Council is keen to work towards achieving Stonewall' recognition.

Staff health and wellbeing

The College is committed to providing a healthy working environment and improving the quality of working lives for all staff and students. Wellbeing is a core College value and we recognise that staff and students are our greatest investment.

Investing in staff wellbeing can have positive outcomes both for staff and the College. Studies have shown there is a relationship between the psychological wellbeing of employees and positive organisational outcomes, such as reduced levels of sickness absence as well as enhanced productivity and performance.

- The College has made 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 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 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.

EQUALITY MONITORING - STUDENT DATA

The College operates good systems to track equality performance; the Equality, Diversity & Inclusion Committee and College Corporation receive termly progress reports. Improved performance for students of most groups, including disadvantaged students, 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	Category	2017/18	2018/19	2019/20
Disability	Declared	90.2	88.8	86.7
	No disability	89.6	90.0	89.7
	Gap	0.6	-1.2	-3.0
Learning difficulty	Declared	90.6	89.2	88.4
	No learning difficulty	89.5	89.8	89.3
	Gap	1.1	-0.6	-0.9
Ethnicity	Ethnic minority	91.5	90.8	90.0
	White British	89.6	89.4	88.9
	Gap	1.9	1.4	1.1
Gender	Male	91.0	89.91	88.7
	Female	89.0	89.3	89.5
	Gap	2.0	0.6	0.8
Young gender	Young male	92.5	90.5	89.6
	Young female	88.9	89.9	92.2
	Gap	3.6	0.6	-2.6

Equality, diversity and inclusion training

The College continues to promote and offer a wide range of quality CPD activities in a flexible manner to engage staff, and support the improvement of individuals and teams.

Against the challenges of the 2019/20 lockdown periods, the College has continued with online sessions for mandatory training, ensuring that new and existing members of staff have the core knowledge and skills to enable them to perform within their roles. This included equality, diversity and inclusion training.

Throughout the pandemic as staff members have continued to work remotely the College has been supporting and encouraging staff to undertake CPD remotely. A number of sessions during 2019/2020 focused on equality, diversity and inclusion:

- Resilience and mental health awareness training
- Supporting students and their mental health
- Psychological first aid
- Understanding ADHD: current research and practice
- Exploring equality and equity in education
- Diversity and difference in communication
- Certificate in principles of working with individuals with learning disabilities CPLD
- Certificate in equality and diversity.

Gender pay gap reporting

The College's key values include celebrating diversity and breaking down barriers to success. The College is therefore committed to equality, diversity and inclusion and is committed to reducing barriers by offering fair opportunity to all staff and students. This commitment includes providing opportunities to all, regardless of gender or any other reason that cannot be justified in job-related terms.

The College is committed to publishing its gender pay gap data together with a genuine commitment 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 are determined by the Lecturer Competency Framework for lecturing staff and against the Business Support Grade Descriptors for business support staff. Roles are evaluated against the job and not the post-holder, removing gender or any other personal characteristics of existing or potential job holders. Therefore, we are confident that the College is paying the same salary to roles of equal value.

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

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

- promoting our female role models internally and externally
- improving opportunities for flexible working through the Work life Balance and Special Leave arrangements
- taking gender into consideration when identifying succession planning
- ensuring that development and learning opportunities are available
- making the lower salary roles more attractive to men, by using male role models.

Student achievement by ethnicity:

Hybrid End	Ethnicity	Leavers	Ret %	Pass %	Achievement %
2019/20	African	161	96.9	89.1	86.3
2019/20	Arab	79	97.5	88.3	86.1
2019/20	Bangladeshi	12	100	100	100
2019/20	Caribbean	19	100	94.7	94.7
2019/20	Chinese	43	100	93.0	93.0
2019/20	Gypsy/Irish Traveller	7	100	85.7	85.7
2019/20	Indian	10	90	100	90.0
2019/20	Irish	17	94.1	87.5	82.4
2019/20	Other	172	100	91.9	91.9
2019/20	Other Asian	111	100	89.2	89.2
2019/20	Other Black	33	93.9	90.3	84.8
2019/20	Other Mixed	91	98.9	92.2	91.2
2019/20	Other White	543	97.2	93.0	90.4
2019/20	Pakistani	15	80.0	100	80.0
2019/20	White/Asian	90	98.9	95.5	94.4
2019/20	White/Black African	35	100	94.3	94.3
2019/20	White/Black Caribbean	45	97.8	90.9	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 2019/20.

Pregnancy and maternity

The achievement and progression of young students who are pregnant is closely monitored. A total of 28 students were on the Pregnancy and Parenting log for 2019-20. These students' overall achievement is 84.6%. All students who completed their course passed their qualifications, including English and maths, with retention at 92.9%. 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.

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.

Religion or belief

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

The impact of COVID-19 on students and their families has given a greater focus to the chaplaincy team to support bereavement within the college community.

Sexual orientation

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

Transgender (gender identity)

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



EQUALITY MONITORING - WORKFORCE DATA

The Senior Leadership Team (SLT) comprises the Principal, Deputy Principal, Chief Finance Officer, Interim Partnerships and Commercial Transformation Officer and Interim Chief Digital Transformation Officer. There are five faculties, each divided into programme areas, and seven Service Areas

The table below shows the College workforce profile:

Workforce Profile Characteristic	Measure	2018/19	2019/20
Age	Under 45	49%	48%
Age	Over 45	51%	52%
Disability	Declared	6%	6%
Ethnicity	Minority ethnic heritage	8%	8%
Gender	Male	38%	36%
Gender	Female	62%	64%
Gender pay gap	Mean gender pay gap	9.9%	9.62%
Gender pay gap	Median gender pay gap	15.09%	15.69%
Religion or belief	Christian	38%	34%
Religion or belief	Other belief	2%	4%
Religion or belief	Non belief	19%	20%
Religion or belief	Not provided	41%	42%
Sexual orientation	Lesbian, Gay and Bisexual	3%	3%
Sexual orientation	Heterosexual	73%	73%
Sexual orientation	Not provided	24%	24%
Governor profile	Male	38%	43%
Governor profile	Female	62%	57%



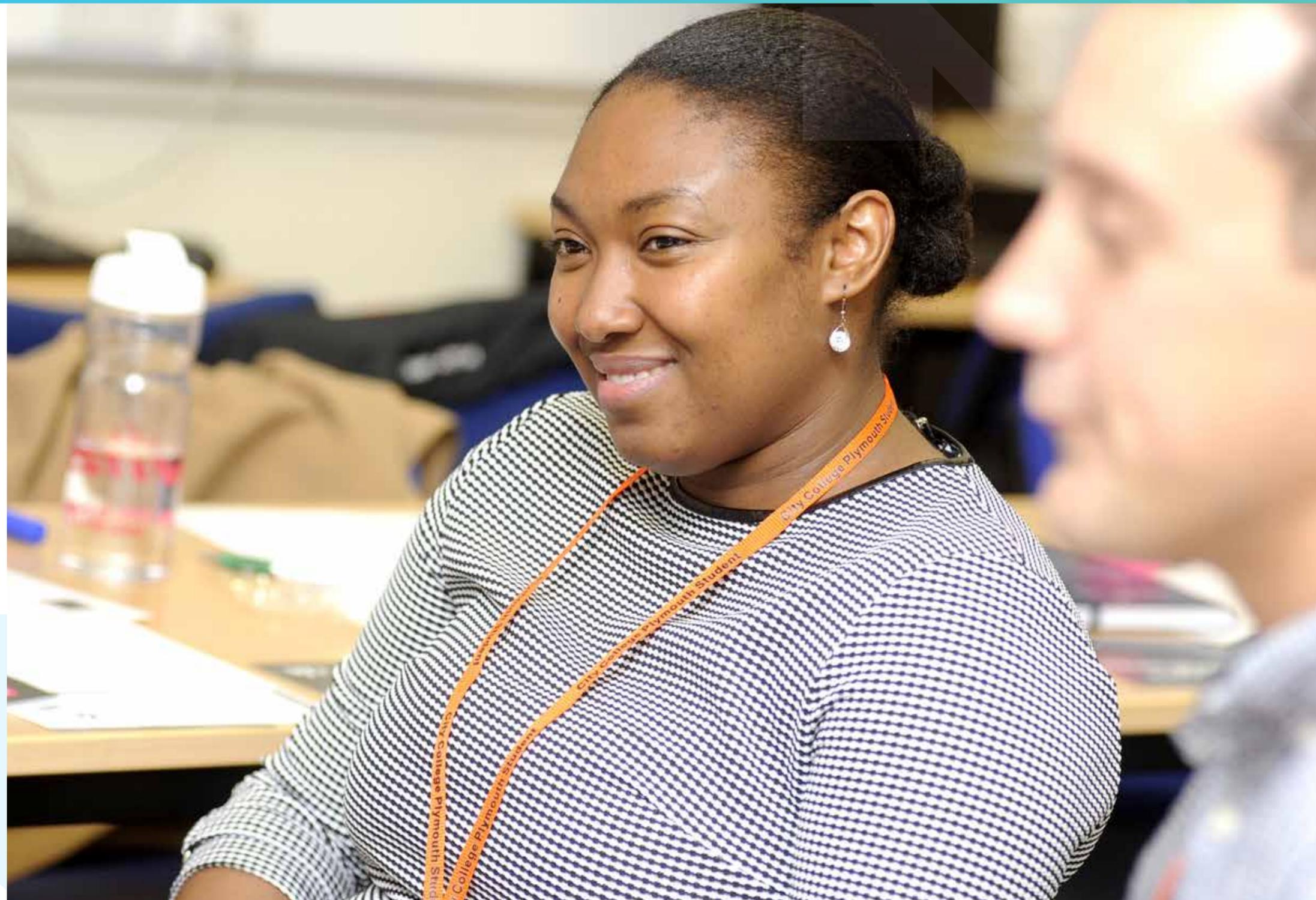
EQUALITY OBJECTIVES

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

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

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

The progress made towards our 2019/20 Equality Objectives identified on the following pages will be used as 2020/21 baseline data.



City College Plymouth Equality and Inclusion Objectives 2019/2020

EQUALITY OBJECTIVE	PERFORMANCE INDICATORS	ASPIRATIONAL TARGET	2019/20 Progress
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	-4.4 %
	Students who receive ALS for Learning Difficulty	0% achievement gap	-0.9%
Implementation of College-wide mental health strategy.	Students who have a declaration disability	0% achievement gap	-3.0%
	Students who have <i>Looked After</i> status	100% achievement	86.6% with 98.8% retention
	Ethnicity gap	0% achievement gap	+1.1%
	Gender gap	0% achievement gap	+0.8%
	Age gap	0% achievement gap	-2.6%
Ensure that students experience respect and fair treatment.	Student feedback: respect from staff	100% good/better feedback	98%
	Student feedback: feeling safe	100% good/better feedback	96%
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 6% Ethnicity Profile 8%
Narrow the BME gap between the workforce and student population			
Promoting equality in our working practices			
Continue to equip staff with skills and confidence to increase the promotion and celebration of equality and diversity, challenge discrimination and prepare students for life and work in modern British society. Demonstrate the integration of respect, equality, diversity, and resilient critical thinking into teaching and learning.	Staff training statistics	100% staff up to date with E & D and Prevent training	100% staff E & D trained 100% staff Prevent trained
	Student satisfaction surveys	Student feedback ratings 85%+	Overall student satisfaction good/better Autumn term 93%
	Internal and external scrutiny confirms excellence in this area	90% observations confirm good practice	Ofsted Inspection judgement GOOD

City College Plymouth Equality, Diversity and Inclusion Objectives 2020/2021

EQUALITY, DIVERSITY & INCLUSION OBJECTIVE	PERFORMANCE INDICATORS	ASPIRATIONS for 2020/2021	2020/21 Baseline
Promoting equality, diversity and inclusion for our students			
High success rates and progress with positive progression by all our learners.	Students who have an EHC Plan	100% achievement	95% achievement
	Students who receive ALS for Learning Difficulty	0% achievement gap	+0.5%
To increase the number of High Needs students on vocational courses who achieve their minimum target grade.	Students who have a declaration disability	0% achievement gap	-1.5%
	Students who have <i>Looked After</i> status	100% achievement	90% achievement 99% retention
Close the achievement gaps for – Ethnicity, Gender and Age Continue to raise the levels of student awareness and satisfaction	Ethnicity gap	0% achievement gap	+ 1.5
	Gender gap	0% achievement gap	- 1.0
	Age gap	0% achievement gap	-2.0
	Student feedback: respect from staff	100% good/better feedback	98%
Student feedback: feeling safe	100% good/better feedback	98%	
Promoting equality, diversity and inclusion for our workforce			
To review recruitment and equality monitoring processes and determine how we can address disproportionate representation within the organisation through our recruitment and development strategies.	Workforce, Governor and student profile	A review of recruitment processes to ensure we attract the best candidates.	Workforce: Disability Profile 7% Ethnicity Profile 8% Ensuring that equality issues are considered as part of the periodic review of HR policies, in consultation with all stakeholders.
	Reduce gender pay gap		
To take positive action regarding our Stonewall Champion status.	Join Stonewall's Workplace Equality Index programme, and working with other external organisations to promote understanding of the needs of LGBTQ+ community and promote initiatives to improve equality. Student Council submission and feedback	Achieve Bronze accreditation. Work with the Student Council to embed diversity and inclusion and remove any discriminatory practices.	Positive feedback on application

Promoting equality, diversity and inclusion in our working practices			
To promote an organisational culture of fairness, respect and mutual understanding that values the contributions of individuals and groups.	Staff training statistics Staff forums Surveys Stakeholder feedback	Equality, Diversity & Inclusion (EDI) will be embedded in our policies, processes and behaviours. Equality, Diversity & Inclusion Conference and initiate various ways through which good practice can be shared, developed and celebrated.	100% staff E & D trained 100% staff Prevent trained
Implementation of College-wide mental health strategy.	AOC Mental Health Charter Action plan	100% of actions completed	90% actions completed
To develop the City College employee brand through our website to portray an aspirational, supportive and inclusive employer committed to equality, diversity & inclusion in our staff.	Refreshed processes which respect and celebrate individual differences, increasing retention of staff Stakeholder feedback	100% positive feedback	95%+ positive feedback from stakeholders
To gather regular stakeholder feedback in respect of EDI awareness at College and ensure action is taken where areas for development are highlighted, and results are communicated and accessible to all staff, ensuring transparency.	Engagement and consultation with our communities, giving a voice to our communities which will make our work more inclusive. Student satisfaction surveys EDI working group feedback External stakeholder feedback	Student feedback ratings 90%+	Overall student satisfaction good/better Autumn term 94%
Promote flexible working, giving staff the ability to achieve a good work life balance, using digital efficiency to enable people to work in an agile way.	Staff surveys Staff forum working groups	100% satisfaction	95%+
Ensure Health & Well-being is at the heart of EDI planning	Staff and student surveys Stakeholder feedback	Establish a panel of external stakeholders to review, challenge and provide guidance on matters connected to equality, diversity and inclusion.	

Promoting equality, diversity and inclusion in curriculum			
Demonstrate the integration of respect, equality, diversity and resilient critical thinking into teaching and learning.	Walk through observations Peer observations	90% observation walkthrough confirm good practice	External review
Provision of consistently high quality learning, teaching and assessment opportunities for all	Internal and external scrutiny confirms excellence in this area	90% observation walkthroughs confirm good practice	External review
Work with curriculum manager's address areas of underrepresentation within the curriculum.	Increase in underrepresented groups across the college	10% + increase	5%+ increase
Ensure that students experience respect and fair treatment.	Student surveys Student Council Feedback	100%	95%+
Ensure a student personal development programme is in place to continue to improve awareness and embed EDI and British Values into the curriculum through tutorials.	Walk through observations Peer observations Student surveys	100%	95%+
Promote EDI Faculty champions who can identify and act on the local EDI issues, celebrate and champion diversity in their curriculum area.	Walk through observations Peer observations Student surveys Staff surveys	100%	95%+

