

ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT 2016-17



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Introduction



Welcome to the Annual Equality Diversity and Inclusion Report 2016-17 for the Capital City College Group (CCCG). This is the first report produced for CCCG which was created on the 1st August 2016 through the merger of Westminster Kingsway College (WKC) and City and Islington College (CiC).

Under the Equality Act 2010, the Group has a Public duty to publish specific information by the 31st January each year on the progress which has been made on equality, diversity and inclusion with regard to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity for those who share a protected characteristic
- Fostering good relations between people who share a protected characteristic and those who do not

This report provides an overview of the diversity profile of the Group's workforce and the student population, followed by some key examples of how

the Group continues to effectively integrate and embed equality, diversity and inclusion into the student experience.

I hope that the information provided is sufficient to help you judge how the range of services and provision across the Group has engaged with equality, diversity and inclusion that not only successfully fulfils our Public duty but continually improves students' lives.

Claire Collins

Group Director Human Resources and Organisational Development

About the Group

Capital City College Group consists of City and Islington College, Westminster Kingsway College and Capital City College Training (CCCT). With a combined enrolment of approximately 30,000 students and an income of £79 million, the Group forms the largest further education institution in London.

Both Colleges serve a diverse community with levels of social and economic deprivation in the top quartile in the UK. Many of our students have complex lives facing multiple barriers to education. Within this context every year more than 14,000 young people and 16,000 adults are enabled to go on to further studies and employment.

Each College is proud to be part of many local communities. Westminster Kingsway College has a wide catchment area, with approximately 20% of students coming from the London Boroughs of Camden and Westminster, 40% from neighbouring boroughs and the rest from the outer London boroughs and beyond. For City and Islington College a quarter of students come from Islington, with a third coming from the nearby boroughs of Hackney,

Haringey and Camden. Significant numbers of students also come from a wider catchment area, including from boroughs such as Enfield, Waltham Forest, Barnet, Tower Hamlets, Newham, Southwark and Lambeth.

Each College offers a wide range of academic and vocational courses at all levels for 16-18 year olds and adult learners, including BTECs, ESOL, A-Levels, Apprenticeships, Foundation Degrees, Access to HE, Higher Education, Distance Learning, Employability Training and Short Courses, as well as bespoke training for employers, and Apprenticeships. Each College has purpose designed Centres, each with their own specialism and community of students, teachers and staff.

WESTMINSTER KINGSWAY COLLEGE



Based in the heart of London, Westminster Kingsway College enrolled approximately 12,000 enrolled students in 16/17. The College is comprised of:

- ▶ King's Cross Centre
- ▶ Victoria Centre
- ▶ Soho Centre
- ▶ Regent's Park Centre

In addition to the support offered to students with learning difficulties at the Kings Cross Centre, courses are also offered at the Kennet West Skills Centre for those transitioning from School. For student with profound multiple learning difficulties the Alexandra Centre provides specific courses and support.

CITY AND ISLINGTON COLLEGE



CITY AND ISLINGTON COLLEGE

Located in the London Borough of Islington, City and Islington College and had approximately 15,000 enrolled students in 16/17. The College is comprised of:

- ▶ Centre for Applied Sciences (CAS)
- ▶ Centre for Business, Arts and Technology (CBAT)
- ▶ Centre for Health, Social and Child Care (CHSCC)
- ▶ Centre for Lifelong Learning (CLL)
- ▶ Sixth Form College (SFC)

CAPITAL CITY COLLEGE TRAINING



Building upon its previous role as part of WKC, Capital City College Training was created to provide a focal point on behalf of the Group for:

- apprenticeships
- employment opportunities through International and European Social Fund Projects
- bespoke courses for a range of employers.

Based at its original location, Regent's Park Centre, CCCT offer a range of apprenticeships for approximately 3,000 enrolled students.

Across the Group the geographical spread of the annual intake of students truly reflects the diversity and socio-economic background of London as a region and also the reputation of each College for providing an exceptionally wide range of opportunities. Whether this be the Peter Jones Academy for students wishing to learn the skills to start their own business located at the Victoria Centre (Westminster Kingsway College) or adult students who study specialist courses such as Ophthalmic Dispensing at the Centre for Applied Sciences (City and Islington College).

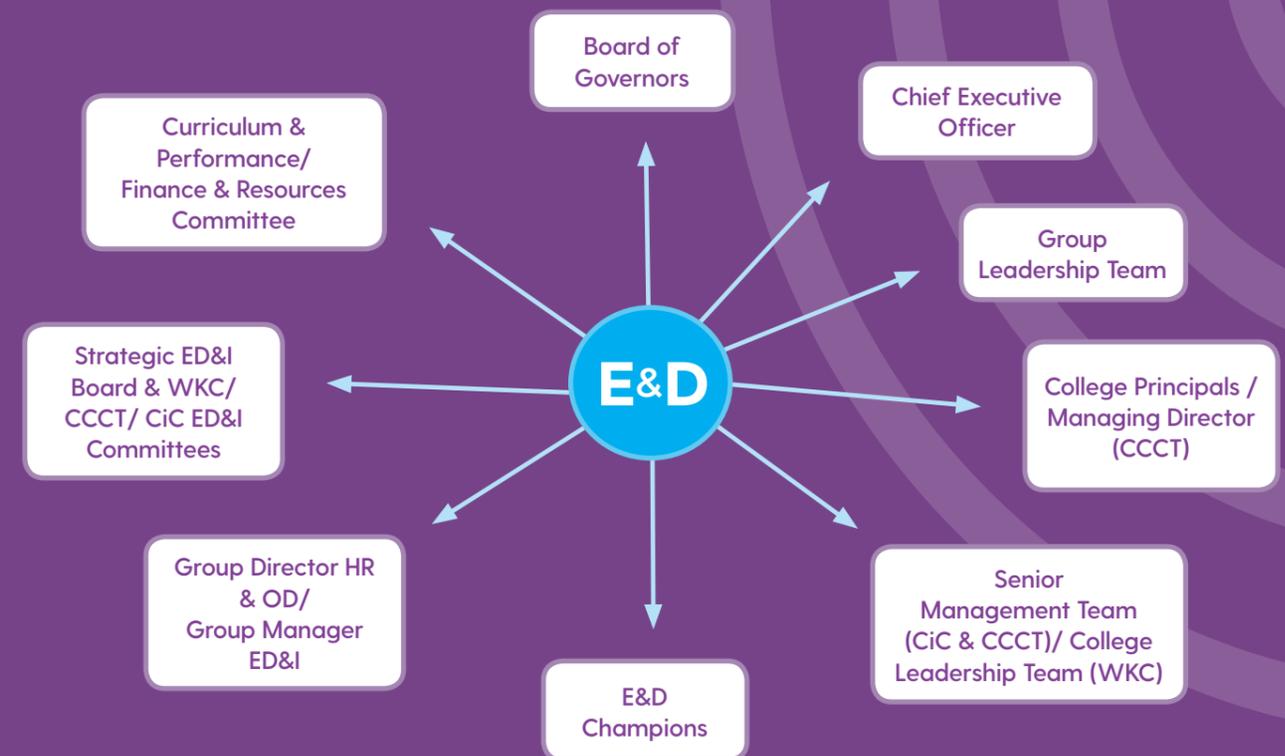
Many of our staff live in the boroughs of London and therefore bring with them experience of living within highly multi-cultural and diverse communities.

It is within this context that the Group aims to advance, develop and promote equality, diversity and inclusion.

Leadership and Management

Management commitment and the leadership of equality, diversity and inclusion operate via a network of key individuals and groups.

This infrastructure provides a vital platform for the Group to collectively work to raise awareness of equality, diversity and inclusion (ED&I) and to actively promote and embed ED&I in the culture and operation throughout the group.



Monitoring

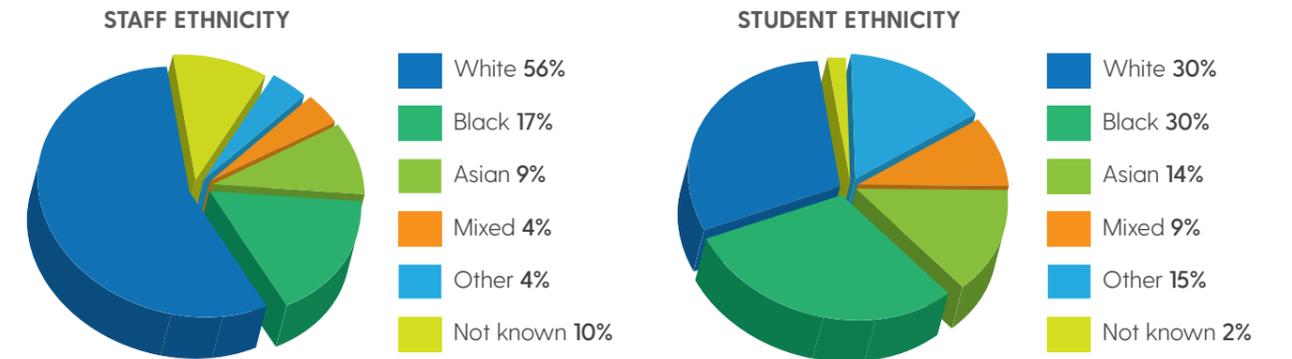


In line with best practice, the Group continues to monitor the profile of its students and staff. This section looks at each of the protected characteristics for both staff and students (where applicable) and identifies any changes or trends in the data. We have researched sources against which to measure our progress in equality, diversity and inclusion to ensure we benchmark ourselves against diversity trends and developments in the Sector and beyond.

DIVERSITY PROFILE – STAFF AND STUDENTS

During the year 2016-17 the Group employed 1066 staff on full time and 283 on part time hourly contracts. At the same time within the Group approximately 30,000 full time and part time students enrolled on one or more courses.

ETHNICITY



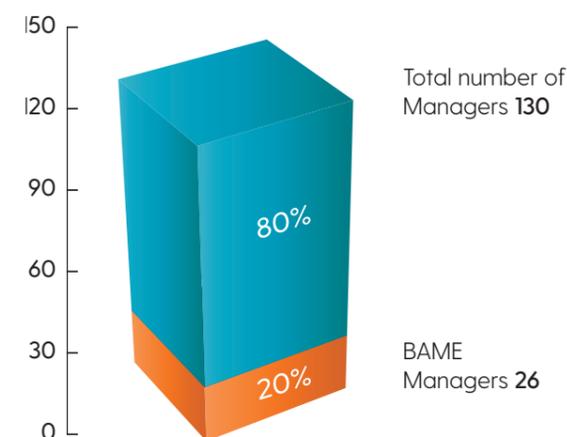
The total proportion of staff employed from a BAME background (Black, Asian or Mixed) is at 30% (393) – a slight drop from 32% (439). To put this figure in context in the same period the overall number of staff employed decreased by approximately 7% to 1,289 from 1,379. Therefore, in the context of the total reduction of the Group workforce, and the London figure for the BAME population of 42%, the overall number of BAME staff employed at the Group remains encouraging.

In taking a broader view of the workforce data there remains a need to improve further the recruitment levels and promotional opportunities for staff groups who are under-represented in regards to their position and contract type when compared to the overall proportion of staff. For example staff from a BAME background account for 20% (26 staff) of all managers within the Group while Teachers from a BAME background are at 22% (22 staff). This commitment is reflected in the in the Group's Strategic Equality, Diversity and Inclusion (ED&I) Objectives 2017-2020 (Page 12)

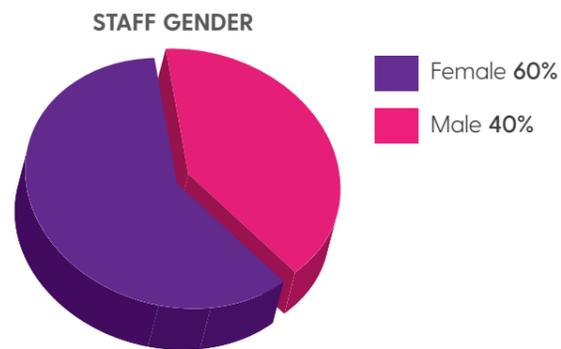
The proportion of students from a BAME background (Black, Asian or Mixed) is at 53% (16, 056) slightly down from 55% (17,775). The curriculum areas and respective Centres are aware of the staff and student profile and in line with Group procedures take steps to ensure that best practice is followed not only at enrolment, but within the recruitment and selection process and also in supporting the development of BAME staff. Examples of this include:

- BAME staff identified to be participants on the internal management development courses such as Achieving Results Through People and Aspirational Manager
- ensuring access to learning and development is reflective of the overall diversity profile of staff in the Group. In 16/17 the participation of staff from a BAME background was at 30%, in line with the overall BAME figure of 30%.

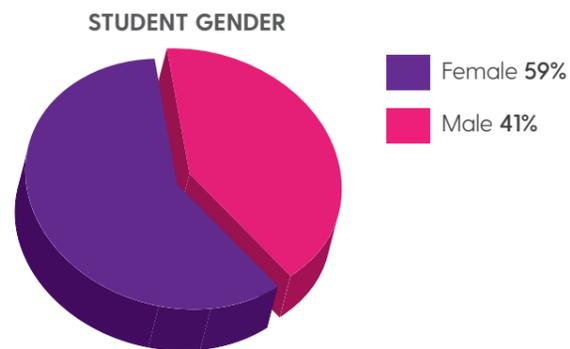
CCCG MANAGERS' ETHNICITY PROFILE



GENDER



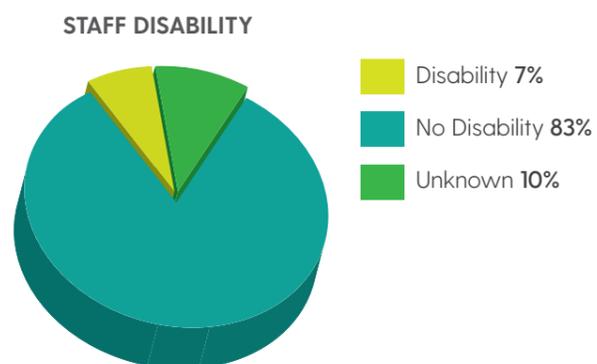
The overall staff gender ratio is 60 % Female (776 staff) to Male 40 % (513 staff). In comparison this reveals that the Group has a slightly more balanced workforce than the FE sector wide figure of 63% Female and 37% Male*.



The student Female to Male ratio of 59%: 41% roughly mirrors the staff gender profile and gives a balanced level of representation.

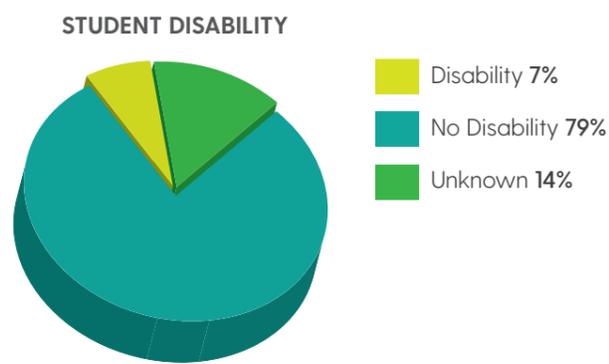
* FE workforce data for England – SIR records 2015-6

DISABILITY



The current overall proportion of staff declaring a disability is at 7% (95 staff). The current level of disclosure is above the norm for the FE sector (6%) and above the 3% for the general UK workforce. It is however lower than the 17% cited by SCOPE for the level of disability amongst those who are employed. The “not known” level for the Group is at 10% above the 3% for the FE sector and considerable lower than the 23% for the general working population. The Group has agreed as one of the Group’s Strategic ED&I Objectives for 2017-2020 to remain committed to improving the level of staff disclosure for any of the protected characteristics such as a disability. Some notable points in the variation for contract types include:

- Business Support staff “not known” is at 13 % (52 staff).
- Teaching staff disclosure at 2% (2 staff) and is the lowest of all staff groups.



In addition the Group signed up to be “A Disability Confident Committed” Employer which includes the commitment to provide evidence that we meet a set of standards including to:

- Ensure the recruitment process is inclusive and accessible
- Anticipate and provide reasonable adjustments as required
- Support any existing employee who acquires a disability or long term health problem

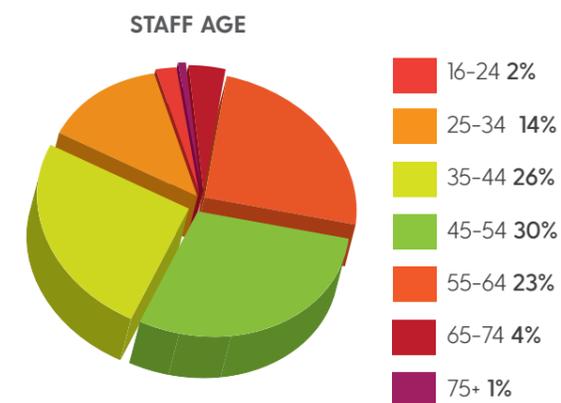
The data for students with a disability and/or learning difficulty also remains constant and shows no significant percentages changes over the last two years.

The proportion of students with a disability is at 12% (3,670) from 14% (4,696) and for those with a learning difficulty at 5% (1,642) from 6% (4,696). Whilst there has been a drop in numbers, the commitment to supporting students with a disability or learning difficulty remains. This is exemplified by the commitment of Westminster Kingsway College to extend and develop the curriculum offer for students with Learning Difficulties and Disabilities (LDD). The College successfully opened two sites in 2016-17 – one in Westminster and one in Camden – to provide a transition



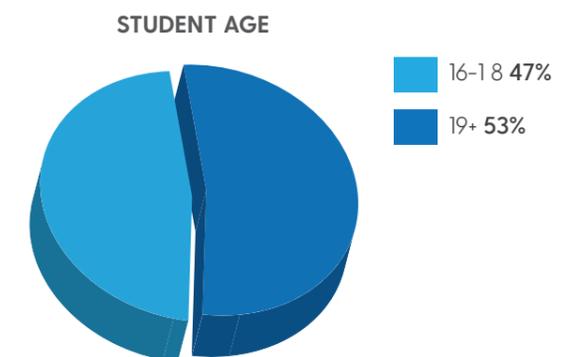
for students not yet ready for a college environment but wanting a vocational curriculum. The Kennet West Skills Centre meets the need of those transitioning from school, while for students with profound multiple learning difficulties, the Alexandra Centre provides specific courses and support. Both recruited fully in 2016-17 enabling places to be offered to more students with LDD, who benefit from having access to a place of study nearer to their home.

AGE



The highest proportion of staff are in age group 45- 54 at 30% (388 staff). This reflects the FE national average of 29% for age group 45-54. Thereafter the main age groups are 35-44 at 26% (334 staff) and 55-64 at 23% (304 staff). The Groups age profile means there is a good balance between experienced staff and new staff. However data shows the Group does have a high proportion of staff at aged 55 and over 29% (366); while the proportion of age group 16-24 currently stands at 2% (24 staff).

An identified approach with the HR Strategy is to look at succession planning for key posts to anticipate the



implications of this profile and to future proof the college in terms of talent, experience and knowledge drain; while looking at apprenticeships as a route to employment within the Group. In respect of contract types key notes are:

- Lecturers, age group, 55-64 at 28% (103 staff)
- Teachers’ age group 25-34 is at 22% (22 staff).

The age profile for students continues to be of interest. The 16-17 intake shows students age 16-18 accounting for 47% (14,366) of the intake, 19 and over 53% (15,920).

This contrasts with the previous year where the largest proportion of students were 16-18 at 51%. The shift is explained by the changes in Government funding that saw an increase in the financial allocation to support 16-18 and a reduction in the funding for those aged 19 and over, who as Adults saw the introduction of student loans to pay for FE courses. This slight change in current age profile could be explained by the number of apprenticeships schemes run by Capital City College Training that has helped maintain the same number of 19+ students since 15-16 (15,999).



PAY

The Group's overall median basic salary in 2016-17 based on all staff except hourly paid lecturers was £ 31,283 including London weighting. This is approximately 10 % higher than the England FE average (£28,000)* and approximately 9 % higher than the total UK workforce average (28,600)**. Thus the average pay for the Groups' full time staff is above the norm for the FE sector and the national workforce.

that research indicates*** these gap are not uncommon in the UK and can be a result of the proportion of men and women in different occupations, their length of service, age and the pattern of work. This is particular true when looking at the pay gap between female and male Business Support staff.

SALARIES INCLUDING LONDON WEIGHTING

	ALL STAFF	MALE	FEMALE
ALL STAFF	32437	36773	35792
MANAGERS (EXCL GLT)	51020	52603	51496
BUSINESS SUPPORT	24978	27985	23540

* FE workforce data for England – SIR records 2015-16

** Office for National Statistics Annual Survey of Hours and Earnings Apr 2016, Provisional Results

*** Equal Pay Portal – Statistics – November 2017

In line with the Government requirement the Group conducted a Gender Pay Audit in June 2017. The purpose being to identify pay gaps as they relate to male and female staff and to implement a plan to address any pay inequalities that cannot be explained or justified by contract type and or occupation categories.



From our local data all full time equivalent males are paid approximately 3% more than females - this is below the UK workforce gender pay average of 9%***. In addition the table shows that female managers earn approximately 2 % less than their male equivalent. It is important to note

GRIEVANCE AND DISCIPLINARY

In the monitoring period 1 September 2015 to 31 August 2016 there were 41 completed formal cases opened and concluded in that period. There were no formal grievances lodged during this period. Informal grievances are not recorded.

An examination of the data indicates that 73% of all bullying and harassment cases and grievances were from female employees; while 67% of bullying and harassment cases were from staff of a BAME heritage. In both instances the percentages are above the level of Female (60%) and BAME (30%) representation in the organisation. A further examination shows that there are no trends in terms of cases relating to a particular centre, department or contract type. Also the reasons for formal action are very varied. This is the first time data has been collected on a Group wide basis and HR will continue to closely monitor

the diversity data around casework to determine if any potential patterns emerge.

Staff with a disability were highlighted at 11.5% within the area of Grievances – which is higher than the Group average of 7%. While the statistic is a concern, it has become apparent that the overall Group level of declaration for disability is imprecise as the majority of employees declare their disability when formal proceedings are instigated and not at the recruitment stage where the overall figures is taken from. A strategic objective during 17/18 is to encourage staff to declare their disability as part of an exercise to increase the details on protected characteristics. The intention is that this will provide a more accurate recording of the overall statistic and the figures will in turn provide a more balanced outcome.

RECRUITMENT AND DIVERSITY

The Group continues to monitor and to take specific action to ensure that there is no complacency in the recruitment and selection process. Active steps continue to be taken to encourage both internal and external BAME applicants and to ensure the process of recruitment is fair and robust.

The Group recognises that monitoring is a key system to assess progress in equality and the Group has extended its diversity monitoring to request details from current and prospective staff on the non- traditional protected characteristics of sexual orientation, religion and belief, and transgender within the:

- Staff recruitment application form
- New Starter pack
- Staff Survey

The Group continues to encourage staff to disclose equality information in order that we may identify trends and developments in our recruitment outcomes and workforce profile. The majority of current staff have identified themselves as heterosexual currently 50% (640 staff). While the level of declaration from staff who are LGBT rests at 3%. This is just below the estimated range by Stonewall of 5-7% for the UK population. Additionally the percentage of “not known” recorded for Sexual Orientation is at 13%. The two main religious beliefs identified are Christianity at 24% (315 staff), followed by those of the Islamic faith at 5% (71 staff).

There is no comparable FE data on staff regarding the protected characteristics of sexual orientation, religion and belief, and transgender and this reflects the challenge that organisations face in collecting non- traditional and sensitive data.



A key strategic equality objective for 2017-2020 is to increase the confidence of staff to disclose their protected characteristics particularly in regards to religion and sexual orientation. With the support of Stonewall the Group is to launch a campaign designed to increase the level of self-declaration through supporting staff to understand how such data can continue to help the Group to create an inclusive environment and to meet their needs.

For students, the collection of the non-traditional protected characteristics of sexual orientation, religion and belief, and transgender are acknowledged as sensitive areas. In particular requesting information from students on their Sexual Orientation needs to be done at a time when students feel comfortable with the learning environment and feel able to provide an answer with complete anonymity.

In recognition of this, the Group has sought to put in place building blocks that show a commitment to extending the diversity monitoring of students by including questions on sexual orientation, religion and belief, and transgender in the Student End of Year Survey. Due to the small number of returns in comparison to student numbers it is difficult to identify and make any meaningful statistical conclusions from the first year of student declarations regarding protected characteristics. The questions will remain as a feature of future Student Surveys.



Another significant step has been the introduction as part of the Group's Strategic ED&I Objectives to alter the 17-18 Enrolment Form to include for the first time the opportunity for students to formally record their own gender identity, preferred Sexual Orientation, Religion or Belief.

LEAVERS

In 16-17, 210 staff left the Group, compared to 362 in 2015-16. The latter figure reflects the transitional staff changes that occurred due to the impending creation of the Group. The latest August 2017 statistics reflect the expected movement such as the 46% (96 staff) who resigned; and the 11% (23 staff) who due to the impact of restructuring applied for and were accepted for voluntary redundancy.

Key points to note are:

- The highest proportion of total leavers were Business Support Staff at 42% (89 staff)
- Significant number of leavers were age ranges 35-44 (59 staff) and 55-64 (51 Staff) accounting for 52 % of all leavers.

EQUALITY IMPACT ANALYSIS

The Equality Act requires the Group to undertake an assessment of policies and procedures, so that we make sure we consider the three aims of the Equality Duty as they apply to the protected characteristics of race, gender, disability, sexual orientation, transgender, religion or belief, age, pregnancy and maternity, marriage and civil partnership.

In 2016-17 EIAs were completed for a wide range of policies including a number of those for Student Exams and Procedures, Assessment, Performance and Quality, Recruitment and Retention, and Safeguarding and Child Protection.

The Progress We Have Made



STRATEGIC EQUALITY DIVERSITY AND INCLUSION OBJECTIVES

One of the key achievements identified for 2016-17 was to develop Strategic Equality Diversity and Inclusion (ED&I) objectives that reflect the partnership between Westminster Kingsway College and City and Islington College.

In line with the Equality Act and the specific Public Duty, the Group has agreed Strategic Equality, Diversity and Inclusion Objectives 2017-2020.

The equality objectives have been devised to address equality gaps identified by staff and students and to support the Group to achieve the Public Duty to:

- Eliminate discrimination, harassment and victimisation e.g. remove or minimise disadvantage experienced by persons who share a protected characteristic.
- Advance equality of opportunity e.g. encourages persons with a protected characteristic to participate in public life or any other activities where participation is disproportionately low.
- Foster good relations e.g. between different faiths and those who do not have a faith.

The specific equality objectives chosen have been informed from a rigorous analysis of:

- Mapping the existing strategic objectives for both Westminster Kingsway and City and Islington College.
- Feedback from staff and students – by protected and non-protected characteristic – on their experience and what should be included in the objectives.
- Staff data including the disclosure of personal information, recruitment, internal promotion, changing profile of staff and the mapping of staff profile against student population, London and the FE sector profile.
- Student data including learner profile, the disclosure of personal information and student achievement rates.

CCCG EQUALITY, DIVERSITY AND INCLUSION OBJECTIVES 2017-20

Theme 1: Student Outcomes

Objective: To improve performance of learners by the continued identification and review of achievement gaps and the impact of the actions taken.



Theme 2: Training

Objective: Ensure good understanding of how equality and diversity impacts on individual staff roles and responsibilities.

Theme 3: Teaching, Learning and Assessment

Objective: Develop further opportunities to increase understanding and celebration of equality, diversity and inclusion themes.

Theme 4: Develop a Trans positive Culture

Objective: Create a more welcoming and supportive learning environment which better meets the needs of Transgender students to enable them to maximise their success and to have a more positive learner experience.

Theme 5: Staff Disclosure

Objective: Increase staff confidence to disclose protected characteristics particularly disability, transgender, religion and belief and sexual orientation.

Theme 6: Staff Profile

Objective: Improve the recruitment levels and promotional opportunities for staff groups who are under-represented such as those from a BAME heritage or those with a disability.

Theme 7: Policies

Objective: Ensure that the advancement of equality and the elimination of discrimination and harassment are embedded through all Group policies and procedures.

Theme 8: Employer led training

Objective: Review the embedding of equality diversity and inclusion within the delivery, assessment and promotion of employer led training within CCCT.

The progress made on the new objectives will be reported on in the 2017-18 Annual E&D Report. The objectives and planned actions will be reviewed each year by the newly formed Strategic Equality, Diversity and Inclusion Strategy Board.

ANNUAL EQUALITY DIVERSITY & INCLUSION REPORTS 2015-16

Another intention was to ensure equality information was published for both Colleges by the Government deadline of 31st January 2017. For both Colleges, an Annual Report for 15-16 was created which gave the yearly progress made on equality, diversity and inclusion with regard to how each College continued to effectively integrate and embed equality, diversity and inclusion into the student experience.

The 2015-16 Annual Reports can be accessed by clicking on the following links::

<http://www.westking.ac.uk/wp-content/uploads/2017/01/ED-report-d8-spreads.pdf>

http://www.candi.ac.uk/sites/default/files/documents/Work-for-us/7114_CANDI-Equality-Diversity-Report-web-2015-16.pdf

Through these measures the Group ensured that they met the specific duties of the 2010 Equality Act

LEARNER VOICE

As part of their respective Learner Voice Strategy, both Colleges have continued to develop a comprehensive mixture of both formal and informal ways to widen learner voice participation. Students are enabled to provide feedback on equality, diversity and inclusion through avenues such as:

- Student focus groups
- Equality and diversity discussed at Student Council meetings
- The Learner Satisfaction Survey
- The feedback given by students on a range of enrichment events
- Feedback through the "LOOP "
- Student Representatives on the Equality, Diversity and Inclusion Committee, the Disability Equality Committee and the Board of Governors.
- Popular publication such as Westminster Kingsway College Student News and the City and Islington Supported Learning Newsletter.

Through the opportunities outlined students are involved in the decision-making process and have the opportunity to improve the learning experience for themselves and others.



“ I really enjoyed this experience It's a good way to voice your opinion on how the College should improve and the things that you might want to change.” **Level 3 Business Student commenting on the LOOP**

“ Learner voice is strong with high levels of satisfaction and numerous activities and opportunities for students to influence the library and the service it provides. All five libraries run termly focus groups on themed topics including resources, services and environment, they attend the monthly Student Union meetings and provide suggestion slips as well as capturing feedback via email, phone and face to face. Students value the opportunity to shape the library service to meet their needs and the library is very responsive to learner voice, making positive changes year on year.” **Library Services SAR 2016 -17.**

ACHIEVEMENT RATES BY DIVERSITY 2016-17: AGE AND ETHNICITY

The Group has a culture of high expectations. All staff remain aspirational and are focused on improving student achievement rates - the number of students who stay until the end of their course and pass their qualification. The Group is proud of the continued concentration on helping students to achieve, which saw an increase in the overall Group achievement rate to 85.9% from 82.8% in 16/17.

This achievement rate is reflected in the respective achievement of students at Westminster Kingsway College to 84.9% from 84.2% and City and Islington College up to 85.7% from 79.9%.

Underpinning this achievement is the continued improved performance of the top 5 largest groups in each age bracket:

16+		ACHIEVEMENT RATE %		
	2014/5	2015/6	2016/7	
African	78.7	80.7	81.5	
White British	80.8	82.0	83.8	
Any other White Background	80.1	80.8	84.9	
Caribbean	79.5	79.9	81.7	
Any other Ethnic Group	77.3	78.4	81.1	

19+		ACHIEVEMENT RATE %		
	2014/5	2015/6	2016/7	
African	80.4	84.6	87.0	
Any other White Background	87.0	85.6	90.2	
White British	90.8	86.6	88.3	
Any other Ethnic Group	83.4	86.6	90.1	
Caribbean	83.1	82.5	84.2	

The results for each age group show that significant progress has clearly been made, with 10 out of 10 student cohorts showing an annual increase. The Group recognises that improving the achievement rates for students is an on-going process. The key actions are:

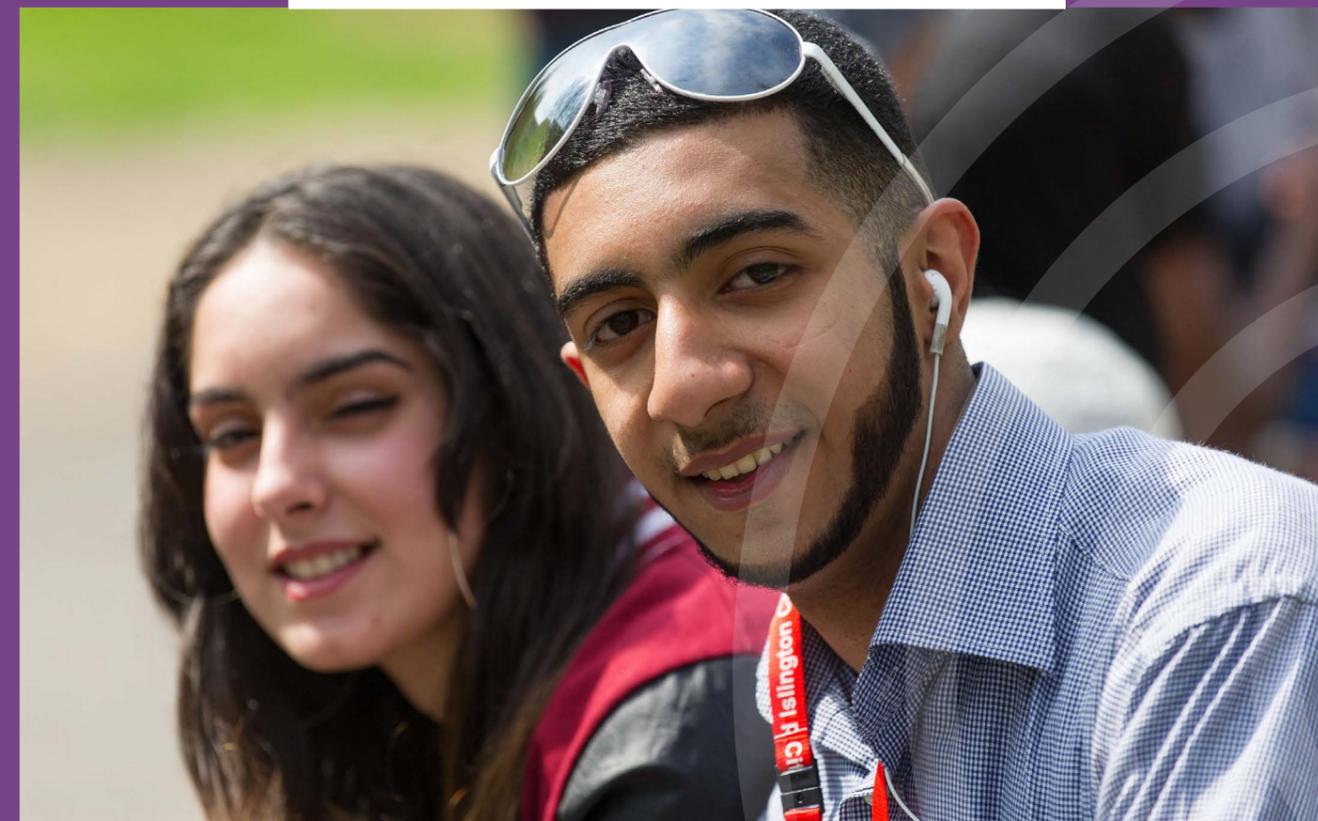
- the analysis of results by teams within the curriculum
- agreement on what needs to be done next such as setting challenging targets and monitoring learners progress against starting points
- the updating of local Quality Improvement Plans

All these have helped to take a more focused look at both the Group and College wide achievement rates by diversity and to concentrate on key areas for improvement. Through

the combined work of the Performance and Quality Team, the Group Manager Equality Diversity and Inclusion, and the curriculum areas, the Group will continue to identify and implement initiatives to support the improvement in the rate of achievement between different groups of students and to help identified groups of students to achieve the Group average.

The overall results for CCCT show a marginal increase to 91.3% from 91%. Within this the annual results for the top 5 largest groups remain above those of similar providers but the achievement rate for 2 groups of students, those of White British and Any other White heritage, improved while there was a drop in achievement for students of African, Bangladeshi and Caribbean heritage.

Embedding Equality, Diversity and Inclusion



The Group continues to be exemplary in the methods used to promote and embed equality, diversity and inclusion into the student journey. A significant strength is the effective ways in which the Group continues to provide for learners' personal development, models of appropriate behaviour and their welfare as part of providing a broader understanding of equality diversity and inclusion within their role as citizens.

In the richly diverse community of the Group, staff remain committed to ensuring they maximise every opportunity to foster understanding and tolerance of the diverse communities students live and will work in by using a range of strategies to promote and develop students' awareness and understanding to tackle discrimination.

This section provides an overview of how the Group continues to excel in recognising and celebrating the diversity of students within and outside lessons.

THE CURRICULUM

A sample of the excellent range of outstanding classroom focused activities includes:

“Students research menus and dishes to integrate into the provision offered in the restaurants and cafeterias. Menus are written to focus on sustainability, provenance and cultural differences which allow for conversations around British values”. **WKC: VC H CUL SAR**

“Excellent opportunities for students to engage with external stakeholders and explore contemporary themes and creative ideas as part of their course. Drama - ‘Ruined’ Year 1 Level 3, themes covered the use of women as weapons of war in the Democratic Republic of Congo; ‘Gone too Far’ Level 2 covered themes of identity, race, racism and cultural expectations”.

CBAT: School of Creative Arts SAR

“Good exploration of personal, social and ethical issues through well-chosen subject matter for curriculum projects. Dance & Musical Theatre project ‘West Side Remix’ allowed learners to work with traditional and urban techniques alongside each other to contextualise both styles. Donmar Shakespeare Trilogy (for yr2 Acting) performances and workshops with an all-female cast. Smart London report – triggering social change and how different cultures work together”. **WKC:Y: CSI SAR**



“Class profiles as witnessed in observations considered both equality and diversity, with most lecturers ensuring that learners were placed in groups with people of different ethnic backgrounds. 86% of lesson observations demonstrated E&D as a strength in lesson planning and delivery. Speakers who have engaged with the learners have also been of different ethnic backgrounds, ages and genders. The impact of this is that the learners are learning in an inclusive environment and they feel they are treated with respect”. **CAS: Sports and Forensics SAR**

“E&D ... is embedded within the curriculum and the learner review progress.” **CCCT Apprenticeship & Employability SAR**

“Equality and diversity is richly embedded into the curriculum (e.g. Schemes of works, session plans) ensuring all learners explore social and ethical issues and life in multi-cultural Britain. This is differentiated according to learners’ cognitive understanding and needs.” **WKC: LDD SAR**

“The strong focus on E&D ... is evidenced in the planning and delivery for example during lesson observations, and thematic visits different learning styles were taken into account in tasks and schemes of work. Students learn about diversity through their curriculum and work placements”. **CHSCC: H&B SAR**

“Schemes of Work in each area cover key aspects of citizenship. Themed learning walks show learners display mutual respect and work well with other learners in their group on co-operative learning tasks. “The best thing was studying with people from different backgrounds”. **CLL: ESOL E&M SAR**

“Excellent tutorial provision covering a range of topics such as E&D (as part of the Transition Programme) and LGBTQ issues”. **WKC: KX-ALE SAR**

“Early adoption of the new Hulu production of The Handmaid’s Tale has been studied in order to provoke questioning around current representations of racial diversity and updated interpretations of LGBT characters which have had a wider impact on students being able to make political connections with Trump’s America and Teresa May’s current negotiations with the DUP allowing access to contemporary wider political debate and current affairs”. **SFC: English and Media**

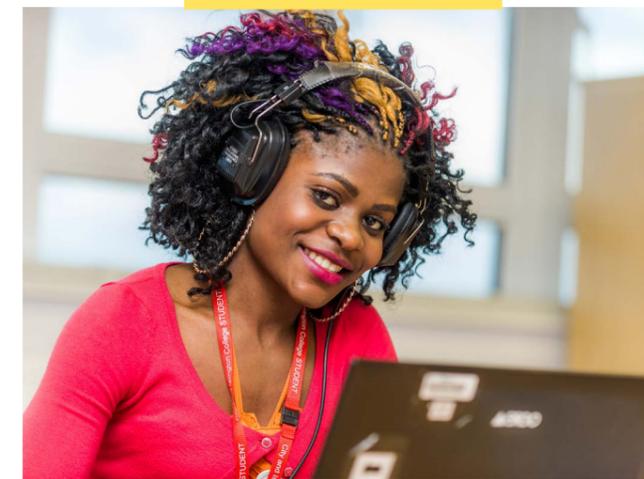
“E&D discussed throughout to include hair types of African, Asian & Caucasian clients – these include male & female, young & mature clients and ... involvement from learners within the groups who originate from, or have knowledge of other countries to broaden all our knowledge is encouraged. **CCCT** : **SOW Introduction to the Hair Industry**

“The high level to which ED&I practice is evident in classroom delivery is reflected in 90% of lesson observation undertaken being graded as a strength” **ED&I Group SAR 16-17**

SUPPORT SERVICES

LEARNING RESOURCES CENTRES (LRC) & LIBRARY SERVICES (LS)

Both Colleges offer excellent support to students and staff through their respective LRC and LS. These provide an extensive range of exceptional enrichment activities and events which are well planned, have good participation and ensure the development of students’ skills, knowledge and understanding.



Some key initiatives for the Learning Resource Centres at Westminster and Kingsway College include:

- The Reading Ahead programme in partnership with the Reading Agency is key to developing students’ literacy skills. Participation included students from all groups such as A ‘Level, BTEC, ESOL, and LDD). Their achievement is celebrated at each centre at the end of the event, certificates and prizes are presented.
- ESOL students at all LRCs participated in Book and conversational Clubs. Student activities included; Reading chapters in books and newspapers, discussing words and their meanings, completing word searches. This also included reading about topical events and days for example: Shakespeare, St Georges Day and Halloween, and encouraging reading for pleasure.
- LRCs produced displays promoting resources which link and support the College’s enrichment calendar including Black History Month, Interfaith, Personal Safety (internet) and LGBT History Month. The LRCs also did other displays to recognise: Festivals, Remembrance Sunday and to encourage reading and writing during the holiday periods.
- Promotion of cultural events included: Short Story Writing Workshop and Competition facilitated by Black Author Ava Brown, Life in London Competition for ESOL

(short stories), Trips to Tate Library Students also had the opportunity to participate in the Volunteering Fair held at all LRCs, Macmillan coffee morning fundraising, and the Book Hunt.

- Assertive technologies and equipment provided in all LRCs to encourage and support learners with a disability to be able access and to use resources. This included large keyboard/mouse, magnifier tool, hearing aid loop, JAWs software for learners with visual impairment and “Dragon” voice activated software for students with hearing impairments. height adjustable counter to accommodate wheelchair user
- Curriculum and literacy resources are purchased in different formats to suit diverse student needs e.g. E books, large print, audio books, multimedia (e.g. DVDs, CDs) and online reference sources.
- Extended loans for students with accessibility needs.

“87% of students agreed they found the activities and events enjoyable” **Soho LRC Student Survey**

“I had such a block on recording ideas...this talk shifted it because I’ve just filled a page with ideas. I feel inspired” **Student Feedback, Writing workshop with Ava Brown**

“Reading Ahead pushed me to spend more time on reading than doing unnecessary tasks”. **Feedback from student Reading Ahead Challenge.**

Some key initiatives for Library Services at City and Islington College include:

- Development of new student workshops such as Interview Skills and HE Research.
- Participation in the ‘Register to Vote’ campaign with displays and laptops available for student to register online.
- Library inductions, delivered using a variety of learning approaches including Q&A, games and quizzes, practical activities and a mix of presentation formats including video to appeal to all types of learners. They include information on student initial access to the college network and information about IT systems.
- Supporting the work of the IT department, with library staff being a key contact for students with IT issues.

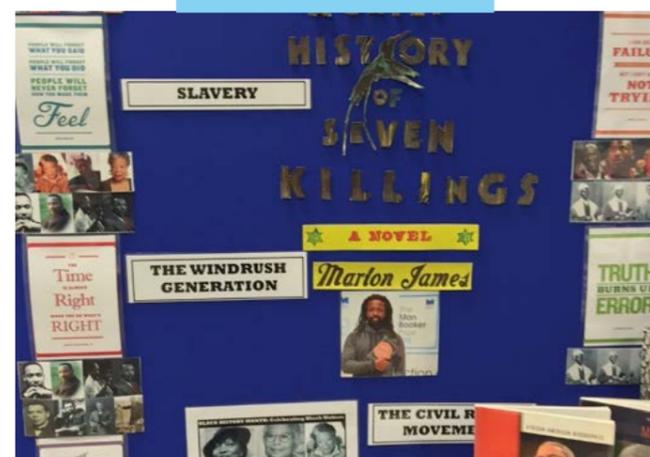
- Outstanding support provided by the staff including homework sessions, conversation and literacy groups, 24/7 access to resources and face to face support for individuals and groups develops students to become independent and successful learners.
- Programme of activities targeted to meet the Centres' Personal Development Behaviours Welfare priorities such as:
 - 'Map Your Heritage' for Black History Month
 - Personal Safety month – guide and display about staying safe when shopping online
 - Literacy month – displays and reflection activity on 'fake news'.
 - Competitions for events such as "We are all immigrants" themed week.
 - Well-being Month; Safer Internet Day, the Festival of Learning and the 'wall of kindness' for Anti-bullying week.
 - Hosted talks on Female Genital Mutilation; World Book Night – Book Swap and for Sustainability month
 - Opportunities for students to undertake work experience in a library setting and to develop employability skills.

“ I found the voluntary position really useful. Learning about the Dewey Decimal system helped me learn about decimals, which I used in my Level 1 functional skills maths. Also working as part of a team, has helped me to build up my confidence also work individually too. I gained some valuable experience and have applied for a Sales assistant post in Covent Garden.” **CHSCC Student**

“ The induction was informative and helped me understand what and what not to do if I am to study effectively.” **Student Feedback: Library Induction**

“ The libraries provide excellent and wide reaching support for students and staff. Curriculum liaison is excellent with library staff each having a subject specialism. The libraries work closely with curriculum teams and Centre management to deliver targeted support which meets student needs.” **Library Services SAR**

LEARNER EXPERIENCE AND STUDENT ENGAGEMENT TEAMS



The respective LRC and LS are an integral part of the exceptional role played by Learner Experience Teams that operate throughout Westminster Kingsway Centres and the Student Engagement Teams at the Centres within City and Islington College. Both offered and promoted a range of common extra-curricular activities including:

Black History Month

“Overall I felt Sola's power and authenticity really brought Black History Month to life. He was an inspiration to learners and staff of all races and ethnicities and linked BHM superbly with the significance of wisdom and high achievement. 10/10 performance.” **City and Islington Student**

“It was great to highlight the achievement and explore black leaders and entrepreneurs. Vey motivational”. **WKC Student**

Mental Health Awareness

“I loved the film screening (The Stranger on the Bridge) and Jonny Benjamin's visit was amazing because to go through what he went through and come out strong. It made everyone understand that if you see someone in trouble or in need you should help, because if Mike had not helped him, Jonny would be dead. This inspired and moved me to do more stuff for the people in need” **CAS student**

“On the stalls, students were encouraged to discuss their thoughts on mental health and how young people are affected by a variety of conditions. Word cards were used to promote conversation and to raise awareness of the behaviours and emotions which are associated with associated with mental health conditions”. **WKC Student News**



International Women's Day

“I think the College are doing amazingly well in supporting female students to be successful.” **WKC Student**

“For International Women's Day – FemSoc organised a panel discussion. The focus was Intersectionality in Feminism, exploring links between women's rights, religion, LGBT, and racism. The event launched the first Femsoc Fanzine, containing artwork, writing and poetry created by the students, which raised £50 for the Charity Rape Crisis” **Student Engagement Team SAR**

We are all immigrants

“Immigration enriches the UK by providing different perspectives, world views and cultural experiences.” **WKC Student**

“the #weareallimmigrants themed learning week finished as it started - with students packing the theatre to watch the powerful dance performance put on by HNC students called 'Beg to Die'. It was their response to the conflict in Syria. Local MP and shadow foreign secretary, Emily Thornberry, also attended and stayed too talked with the students about their work afterwards”. **Lead Tutor, City and Islington College**

LGBT Month

“LGBT month at Soho saw the building of a display wall of A-Z LGBT terminology with descriptive meanings. Students were intrigued by the terminologies; they took pictures to upload onto their social media pages and

to discuss them with their peers. Students mentioned they never knew many of the terms and meanings. The general consensus was it had given them a better awareness of how and when these should be used.”

WKC Student News

“I like seeing the LGBT handwritten posters on the wall; it makes me feel part of something.” **City and Islington Student**

Anti-Bullying Week

“The interviews were very disturbing. Now I understand how victims of bullying feel.” **WKC Student Feedback**

“It was amazing and informative. There are many ways people have been affected by bullying.” **City and Islington Student.**



While both also provided a range of bespoke development opportunities for their respective Colleges:

City and Islington College examples include:

- FabNet Students worked in collaboration with the student engagement coordinator and Head of E&D to develop a staff and student Transgender guide.
- 4 Female learners were accepted onto the programme sponsored by Solace Women's Aid aimed at reducing violence against women and young girls in the boroughs of Haringey and Islington.
- Student representatives attended the three day NUS National Conference in Brighton, where one student submitted a motion for the NUS Policy 2017 – 2018, and two SU delegates addressed the conference floor.
- 9 students were successful in obtaining a place on the Raleigh programme. The criteria for the programmes funding ensures social inclusion and provides the once in a lifetime opportunity to volunteer overseas for 10 weeks.

- As part of the City Leaders Programme, some students worked on project supporting homelessness. The group raised £1000 and used the funding to make a documentary on homelessness and created 40 homeless packs of supplies for male and females who are rough sleeping which they distributed through the charity Crisis.
- The Reach out Mentoring Programme supports learners to be positive role models, making a difference to children in disadvantaged communities by raising aspirations and helping them grow in character and competence. Students volunteered to mentor school children in disadvantaged communities.
- Students attended workshops by the Teenage Cancer Trust to improve early diagnosis through raising awareness of the main warning signs of cancer in teenagers and young adults.
- Developing Employability with The Duke of Edinburgh's Award 22 new students registered for the programme, which is designed to accelerate progress and attainment by encouraging independent learning and enhancing resilience, self-esteem and problem solving abilities. The unique challenges of the DofE program develops all of the employability habits and transferable skills highlighted in The City and Guilds Alliance report Learning to Be Employable.
- Seven students received Awards from Her Worshipful, the Mayor of Islington Councillor Kat Fletcher for the Jack Petchey Awards which recognises the outstanding contribution students have made to the College, their peers or their community.



- Student volunteers attended weekly meetings and successfully applied for a £500 grant from vInspired to support their mentoring program for children in care in the borough of Brent. The impact of the work of the students led to City and Islington College becoming Winners of the Mayor's Team London School Award in the category: Mentoring and Coaching Award 2016.

“AMAZING! Without a doubt it makes you a more confident person. You're forced into situations you'd never naturally be in and after you've done it you realise how much you're capable of. Speaking to people from all over the world has developed my communication skills because there's different ways to talk to people.” **CBAT Student**

“The conference was a very good experience getting to know what other colleges and universities are up to and how we can follow some good bits to add to our own. The hotel was great, the staff very friendly. The group got on well and we made sure we looked after each other. The whole experience was inspiring and I hope I will show some example from my journey.”

“It was really nice to know other people's views about homelessness, because I had an opinion that was actually proven wrong - that homeless people they are on drugs, I didn't really know but it was because they didn't have a home. So I think I want to help homeless people more now. The Crisis centre is really good, it's brilliant.” **Candi student.**

“Team London are incredibly impressed with City and Islington College's continued dedication and commitment to the local community through your student-led mentoring project for Looked After Children.” **Team London Greater London Authority.**

Westminster Kingsway College examples include:

- FORWARD (Foundation for Women's Health Research and Development) gave a talk to students about gender equality and safeguarding the rights of African girls and women. Students had the opportunity to learn about their work around female genital mutilation (FGM) child marriage and their activities including lobbying Parliament and raising awareness of these in different
- Presenting yourself effectively. A highly powerful and interactive public speaking workshop delivered by Speakerstrust, a charitable organisation dedicated to helping people achieve the skills and confidence to speak in public. Students found the workshop exceptionally useful for their college work and future presentations. World of Work month, the annual College wide volunteering event which also acts as Jobs Fair, with the opportunity for students to sign up for paid

employment positions. A number of organisations attended events at Kings Cross, Victoria and Soho Centres with the objective being to raise awareness of volunteering opportunities and paid employment prospects to students.

- National Citizenship Service (NCS). A summer programme where students attend a 3 week programme, which includes camping followed by planning and carrying out a voluntary event. It is an ideal opportunity for students to gain new skills, meet new friends and feel a real sense of accomplishment.
- The Festival of Sport, which included Ice Skating, Trampolining, Swimming and Football. Students with Learning Disabilities and Difficulties from the Kennett West Centre took part in Keep Fit classes, Basketball and Badminton.
- The Big Clash a community initiative that encourages positive attitudes brings people together on a social but competitive level to explore various progression pathways after college. Students had access to a range of workshops including Routes after College (e.g. University, Apprenticeship) and Healthy Relationships.

“It was excellent, engaging, clear and well structured. I enjoyed it very much. Thank you.” **WKC Attendee – Presenting Yourself Effectively.**

“Even though I want to become a chef, through volunteering I think volunteering will let me learn more about working with young people. It is something I've always thought about doing in the evenings after college. After talking to Kate, I am going to start volunteering next week.” **Student Feedback, Victoria.**

“This is going to make my CV look great – with all the skills and experience that I really need to get.” **Student Feedback, National Citizenship Service. Victoria.**

“I am still undecided whether I should go to university, but I learned a lot from this session and will discuss and share what I learnt with my mum to decide which route to take.” **Student Feedback, the Big Clash**

SUPPORT FOR STUDENTS WITH A DISABILITY OR LEARNING DIFFICULTY

Through a range of specialist qualified staff, the Group provides a high quality learning experience for all students including those with a physical or sensory of disabilities, mental health or learning difficulties.

Data on student disabilities was used Group-wide to develop or improve services. Examples include:

- Specialised assessment of needs before and during a course
- Adjustments to the mode of support (in-class, mentoring, literacy, counselling) tailored to meet the profiled needs
- Duration of support such as shorter, timely interventions to achieve the best outcome
- Timeliness of support, with data showing that the first 6 weeks and month before exams are most important
- Strategic placement of staff according to their ability and strength profile
- Assistive technology training and usage encouraged in support sessions to develop student autonomy for the future
- Loans of specialist equipment including computers

Throughout the year a number of key activities took place:



Activities in the curriculum and via enrichment to raise student and staff awareness of Disability. These include:

- Induction delivered by student support services on disability awareness, with tutors and curriculum leads delivering awareness via induction tutorials.
- Disability awareness embedded in modules of course work.
- Deaf awareness modules in tutorial for classes with Deaf students.



- Mental health awareness modules in tutorials for classes with students with declared mental health issues.
- All established staff complete an equality module on the intranet which includes disability.
- Aspects of Disability awareness delivered as part of Professional Development Days.

PREVENT AND PROMOTION OF BRITISH “OUR” VALUES

In September 2015, the Prevent legislation was introduced. A core feature is the requirement for colleges to protect young people from the risk of radicalisation and to raise awareness of British (Our) Values. Within both Colleges, key members of staff were appointed to lead on the implementation of their respective approach. A fundamental theme was to help students understand the effects of discrimination and to broaden their awareness of different people and communities.

The approach within each College has been very similar with key initiatives including:

- Training for staff including a programme of face-to-face training, in curriculum or departmental groups on Safeguarding including Prevent and Our Values; Professional Development days with a focus on embedding Our Values and Prevent into the curriculum.

- The Prevent framework presented to students during their college induction and followed a specially designed set of interactive on line modules.



“ If someone had told me at the start of the year that in just a few months I would be receiving offers from some of the country’s leading universities, I wouldn’t have believed it! Without the support of ALS, it certainly wouldn’t have been possible.” **Access Student, CLL**

“ In my work experience I helped Children to their classroom, to the lunch hall and with their food. I Improved my communication skills and confidence in working with children”. **WKC Student with Special Educational Needs.**

- Promotion of Health and Well-Being including specialist external organisations promoting discussion, offering advice and support to raise awareness amongst students and staff.
- Reasonable adjustments made for students. These have covered:
 - Exam concessions and assignment extensions
 - Modifying texts to make these more accessible for example to large print, audio, clear text, autism-accessible.
 - Provision of specialist equipment and software such as hearing helpers, Dictaphones and software.
 - Provision of quiet spaces, counselling and mentoring
 - Out of class and in class learning support
 - Access to accessible toilets and lifts

- A series of debating sessions where discussions around sensitive and contentious topics such as the London Bridge attack as a way of encouraging structured debate in a safe space.
- Prevent Awareness training for Student Representatives.
- Tutorial lesson plans produced for each of the four values: Democracy, Individual Liberty, Respect & Tolerance and The Rule of Law and delivered to groups during the academic year.
- Student’s produced Prevent and Our Value poster and displayed across the Group estate.

Allied to this has been a series of themed initiatives to promote “Our” values across the Group:

DEMOCRACY

- Hustings, elections and meetings of the Student Council. Regular meetings between the Student Governor, Centre Representatives and Class Representatives.
- Promotion of democracy and the importance of voting tutorial activity linking in with the General Election and the College Union President
- Hosting the London Citizen’s AGM and mobilising 200 students to attend the mayoral Hustings at the copper Box Arena in May 2016.

INDIVIDUAL LIBERTY AND RESPECT AND TOLERANCE:

- Lesson in tutorials specifically aimed at influencing thinking around these issues; lessons included: Persuasion and influence, Conspiracy theories, Extremism and Stereotyping and the Media.
- A wide range of activities (panel discussions, readings, digital activities) took place in as part of #WeAreAllImmigrants, effectively referring to Our “British Values” and specifically referring to mutual respect and tolerance of different faiths and beliefs.
- Enrichment events such as Identity Matters. The event focussed on fighting racism; Islamophobia and anti-Semitism and involved speakers from Stand up to Racism; Jewish Socialist Group and MEND (Muslim Engagement and Development).
- Issue around Our Values and Prevent linked via a broad range of activities in the tutorial SOW. Examples include;

Promotion of equality and diversity discussions on students similarities and differences within the make-up of the group which allowed the group to take the lead on tutorial themes, e.g. cultural behaviour, language and dialects, cultural values, religious events

- Teaching staff supported in those instances where students were found to be challenging the individual liberties of other students. These included six-week one to one or small group interventions on the, for example, the importance of respect, self-respect and tolerance and the need for self-control and challenging personal views and those held by others in the immediate community.



THE RULE OF LAW

- Participative tutorials on the law and its institutions, stop and search and individual rights were delivered at various points during the year.
- Health and childcare students explored how laws are enforced, how it relates to them both in the college and in the workplace
- ‘Ask the police’ visits from the police liaison officer in tutorials for questions on the law and becoming a police officer.

A lot of work continues to be dedicated to raising awareness and engaging students in the subject of Prevent and British “Our” Values, however, the Student end of year Survey indicates that this is an area for improvement.

From this overview it can be seen that the Group clearly demonstrates an integrated and holistic approach in the drive to foster and develop an inclusive and supportive environment for students. Through this approach the Group is able to foster and build good relationships between students but also to promote respect and understanding.

These statements are supported by the Student end of year survey where 91% of students confirmed that “ the Group encourages learners from different backgrounds to work together”.

OUR NEXT STEPS



Whilst the diversity challenges faced by the Group are similar to those that affect the whole further education sector, the work undertaken by the Group on equality, diversity and inclusion continues to be one of our major strengths.

Key achievements for 2017-18 are to:

- Implement the Strategic Equality Diversity and Inclusion objectives agreed for the Group.
- Consult with CONEL, who joined CCG on the 1st November on undertaking an Equality, diversity and inclusion Audit.
- Continue to improve on our strength of embedding equality, diversity and inclusion into the culture of the Group so that these continue to permeates the learning experience both within and beyond the classroom

Appendix 1

The Equality Act 2010: A Guide

The Equality Act 2010 streamline, harmonises and strengthens equality legislation in the UK. The Act introduced the term “protected characteristics” to refer to an aspects of a person identity which protects them from discrimination. The nine characteristics are:

- Race
- Disability
- Gender
- Age
- Gender Reassignment
- Sexual Orientation
- Religion and Belief
- Pregnancy and Maternity
- Marriage and Civil Partnership

The Equality Act also introduced a new public sector duty to replace the previous duty. The new duty (known as the general duty) means that public bodies like the Group must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity for those who share a protected characteristic
- Foster good relations between people who share a protected characteristic and those who do not.

The Act also introduced two specific duties:

- To publish equality information by 31st January of each year.
- To publish equality objectives by 6th April 2012 and then every four year.



**Capital City
College Group**

