

# ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT 2017-18





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# INTRODUCTION



Welcome to the annual Equality Diversity and Inclusion Report 2017-18 for the Capital City College Group (CCCG). Under the Equality Act 2010, the Group has a public duty to publish specific information by 31 January each year on the progress which has been made towards equality, diversity and inclusion in 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

Last year's report reflected the progress made by Westminster Kingsway College, City and Islington College and Capital City College Training on equality, diversity and Inclusion. This report includes information from the College of Haringey, Enfield and North East London (CONEL), who joined CCCG in November 2017.

The 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 promote and successfully integrate equality, diversity and inclusion into the student experience.

The annual review captures only a small proportion of the work and the commitment that takes place across the Group, but I hope what is provided is sufficient to help you make a positive assessment of how well the range of services and provision throughout the Group foster, promote and advance equality, diversity and inclusion to continually improve students' lives and to successfully fulfil our public duty.

**Claire Collins**  
**Group Director Human Resources and Organisational Development**



# ABOUT THE GROUP



Capital City College Group consists of City and Islington College (CANDI), Westminster Kingsway College (WKC), Capital City College Training (CCCT) and since November 2017, the College of Haringey, Enfield and North East London (CONEL). With a combined enrolment of approximately 49,000 students and an income of £120 million, the Group forms the largest Further Education provider in London.

All 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.

Each College within the Group offer a wide range of academic and vocational courses at all levels for 16-18 year olds and adult learners (19 and over). This includes: BTECs, A-Levels, Apprenticeships, Pre-Apprenticeships, Foundation Degrees, Access to HE, Higher Education, Distance Learning, Employability Training and Short Courses, as well as bespoke training for employers, and Apprenticeships. These are all designed to give students the skills, knowledge and experience they need to succeed in their chosen route.

Each College comprises of purpose designed Centres, each with their own specialism and community of students, teachers and staff.

The Colleges are proud to be part of many local communities, with the majority of students living within their local catchment area. The reputation of each College and the quality of provision also attracts students beyond the local neighbouring borough areas.

The demographic spread of the annual intake of students truly reflects the diversity and with it the socio-economic background of London as a region; many of our staff live in the boroughs of London and 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.

## WESTMINSTER KINGSWAY COLLEGE

Westminster Kingsway College (Westking) is a further education college in central London with centres in Camden and Westminster. It offers a huge array of academic and vocational courses for 16-18 year olds and adult learners, such as A-Levels, BTECs, Apprenticeships, Foundation Degrees, Access to Higher Education, employability training and short courses. It also offers bespoke training for employers and specialist programmes delivered in conjunction with the Peter Jones Enterprise Academy. In 17/18 it enrolled approximately 11,000 students.

Westminster Kingsway is an award-winning provider of hospitality and culinary arts courses. For over a century it has been at the forefront of culinary arts education in the

UK, providing UK restaurants with highly-skilled chefs, front-of-house staff and management.

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 Students with profound multiple learning difficulties the Alexandra Centre provides specific courses and support. Visit [Westking's website](#).



## CITY AND ISLINGTON COLLEGE

City and Islington College (CANDI) is the first choice further education college for thousands of young people and adults across London. It achieves excellent academic results year on year for its students – with almost 1,500 progressing on to higher education every year – and creates pathways to careers for people of all ages. In 17/18 it enrolled approximately 14,000 students.

Students learn in one of its five centres, each of which is a learning community of students and staff focused on

courses and qualifications within a particular specialism, which come together to form a single College that is diverse and exciting. Across each centre the college works with over 200 employers to provide students with clear lines of sight into work. Visit [CANDI's website](#).



## COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON

Across its two superb centres in Enfield and Tottenham, The College of Haringey, Enfield and North East London (CONEL) offers a wide range of apprenticeships, pre-apprenticeships and vocational courses across many different subject areas to give students the skills, knowledge and experience they need to succeed at work or university. In 2017/18 CONEL had approximately 20,000 enrolled students.

CONEL has been named as the best further education college in England for student satisfaction in the FE Choices

Learner Satisfaction Survey and has also been named the best in the capital for employer satisfaction two years running. Both sites offer a wide selection of fast, easy and free courses to encourage the people of Haringey and Enfield into employment, in response to Tottenham MP David Lammy's campaign to increase opportunities for adult education. Visit [CONEL's website](#).



## CAPITAL CITY COLLEGE TRAINING

The aim of Capital City College Training (CCCT) is to provide exceptional education and training that allows students to reach their potential and employers to develop their talent pool. The Capital City College Group's Apprenticeship provision is centralised in the operation of CCCT.

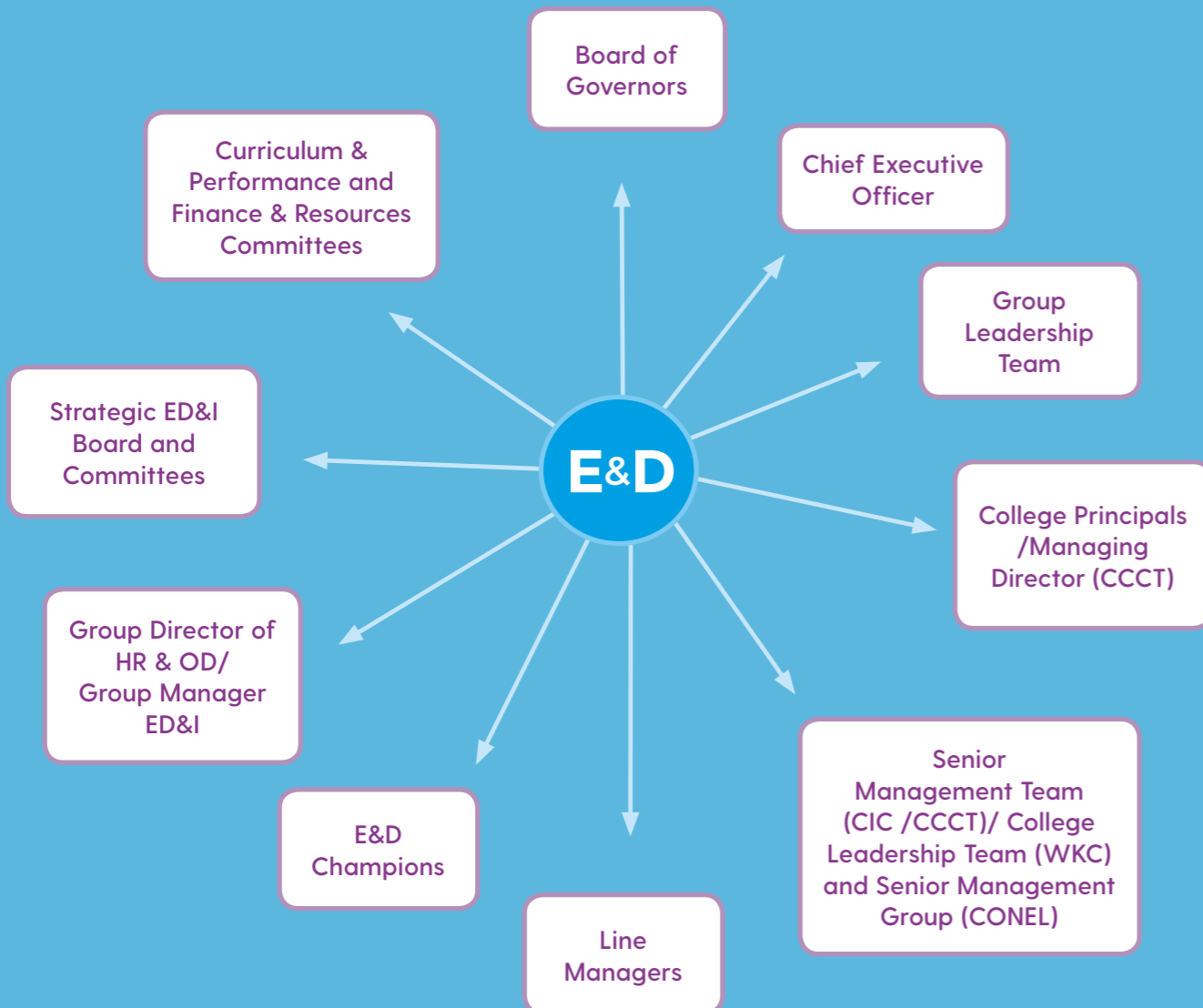
CCCT offered a range of Apprenticeships for approximately 3,000 enrolled students in 2017/18. Visit [CCCT's website](#).

Located at the Regent's Park Centre, CCCT work with employers to design programmes which are uniquely relevant and responsive to labour market needs, deliver high-quality training solutions for businesses, designed to meet the needs of employers looking to improve their workforce.



# LEADERSHIP & MANAGEMENT: EQUALITY, DIVERSITY & INCLUSION

Responsibility for the overall leadership and management, of equality, diversity and inclusion rests principally with the Board of Governors, the Chief Executive Officer and the Group Leadership Team (GLT). This commitment operates through a network of key individuals and groups. This infrastructure provides a vital platform for the Group to collectively raise awareness and actively promote and embed equality, diversity and inclusion into the culture and operation across 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.

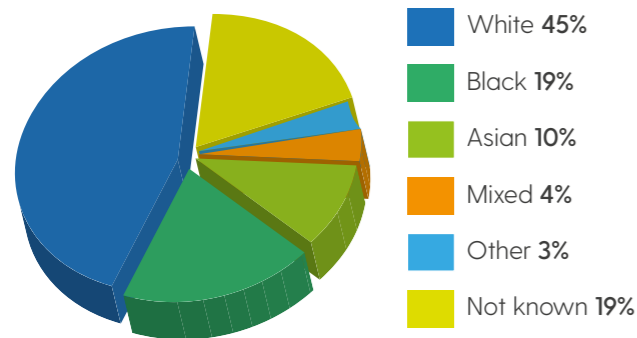
## DIVERSITY PROFILE – STAFF AND STUDENTS

During the academic year 2017-18 the Group employed 1,400 staff on full-time contracts and 638 on part-time hourly contracts. At the same time, within the Group approximately 48,000 full time and part-time students enrolled on one or more course.

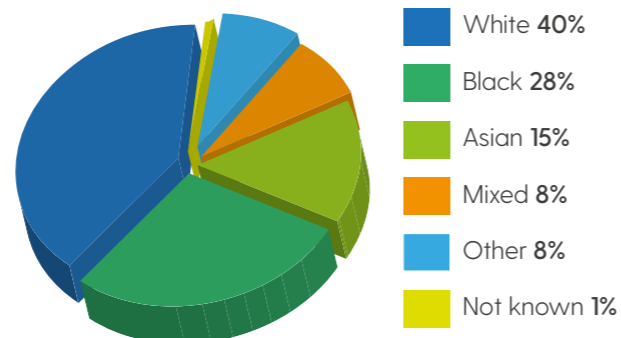


## ETHNICITY

STAFF ETHNICITY



STUDENT ETHNICITY



The total proportion of staff employed from a BAME background (Black, Asian or Mixed) is 33% (671). Relative to the London figure for the BAME population (42%), the overall number of BAME staff employed at the Group remains encouraging.

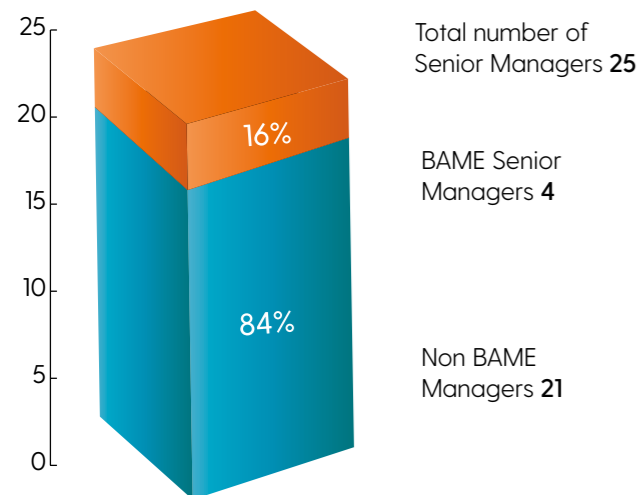
In taking a broader view of the workforce data on BAME staff two important aspects emerge:

**Self-Declaration:** The unknown and not-stated status stands at 19% (382 staff). The actions outlined in the Strategic Equality Objectives for 2017-2020 are aimed at improving the level of staff self-disclosure in regards to this area.

**BAME Representation at Management level.** Overall staff of BAME heritage staff account for 28% (50 staff) of all managers. Further analysis shows the level of representation at the academic level being 31% (38 staff) and the management (support) level at 30% (7 staff).

Both levels of representation at the management level are good in light of the overall BAME figure within the

CCCG SENIOR MANAGERS' ETHNICITY PROFILE



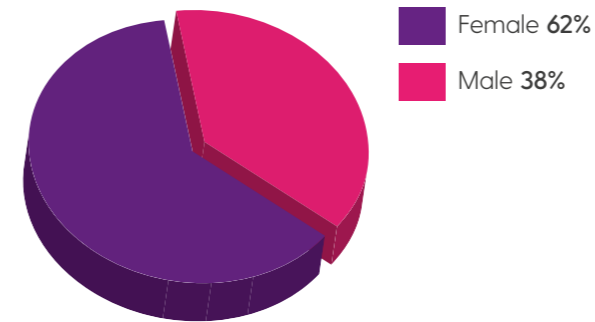
Group. It is at the senior management level (Deputy Director and above) that the BAME level of representation drops significantly to 16% (4 staff). Thus there remains the continued challenge to improve the recruitment levels and promotional opportunities for staff groups who are under-represented at the highest managerial levels within the Group.



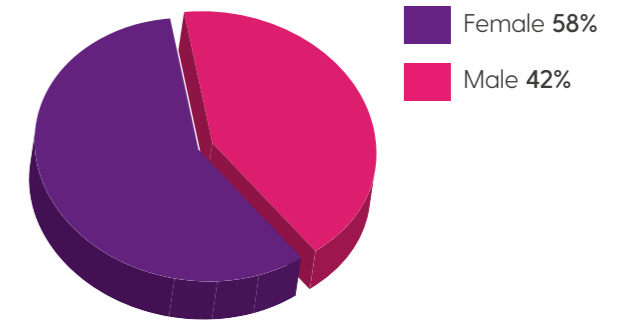
The proportion of students from a BAME background (Black, Asian or Mixed) is at 50% (24,771) down slightly from 51% (26,064). The respective Colleges are aware of the staff and student profile and in line with Group procedures take steps to ensure that best practice is followed not only at enrolment, but within the recruitment and selection process.

## GENDER

STAFF GENDER



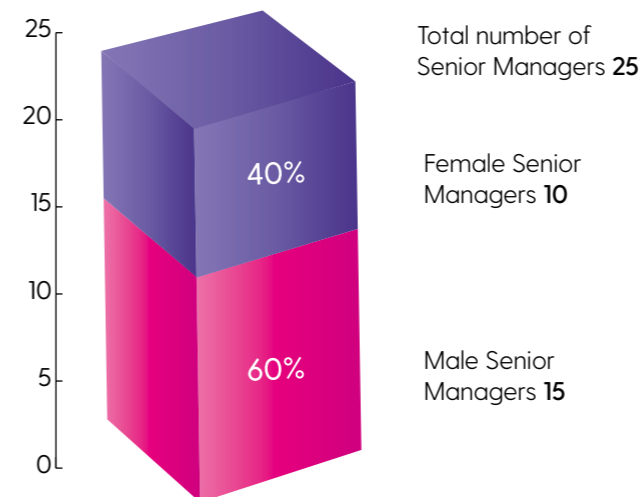
STUDENT GENDER



The overall staff gender ratio is 62% female (1,264 staff) to 38% male (774 staff). The Group reflects the FE sector's demographic of 62% female and 38% male. Female students make up 58% of the Group's student population, compared to 42% male.

While female staff account for 62% (1,264) of employees, they account for 50% (88) of all managers. Further analysis shows the level of representation at the academic level being 55% (67 staff) and the Management (Support) level at 41% (11 staff). The levels of representation provide a mixed picture in light of the overall Female figure within the Group. At the senior management level (Deputy Director and above) the level of female representation drops to 40% (10 staff). It is worth noting that there are only 25 members of staff at this level.

CCCG SENIOR MANAGERS' GENDER PROFILE

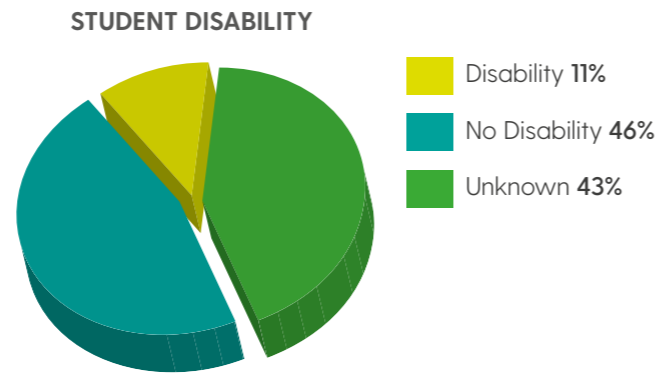
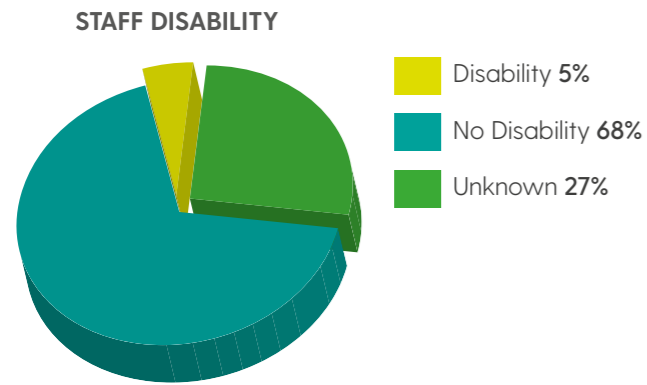


The commitment to improving the recruitment and promotional opportunities for BAME and female staff are reflected in the actions outlined in the updated Group's Strategic Equality Objectives 2017-2020 which include:

- Identify areas of under-representation for BAME/ female staff by contract type, Centre/Site and Service and select an area (s) to pilot potential strategies to improve the level of representation. Initiatives being considered include non-traditional advertising platforms such as LinkedIn, and different types of recruitment assessments.
- The roll out of the 'Unconscious Bias' Workshop to all Group staff involved in the recruitment and selection process.
- To monitor the diversity profile of staff selected for Management Development Programmes such as Achieving Results through People and Aspirational Manager.
- Further promote coaching to support the career development of staff who are under-represented.
- Within the concept of positive action, BAME/female staff identified to be participants on the internal management development courses such as Achieving Results through People and Aspirational Managers.
- Ensuring access to learning and development continues to reflect the overall diversity profile of staff in the Group. In 2017-18 the participation of staff in the development opportunities provided by the Group Services Learning and Development Team was:
  - 45% from a BAME background - above the overall BAME figure of 33%.
  - 76% for females - above the overall figure of 62%.

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

## DISABILITY



The current overall proportion of staff declaring a disability is at 5% (112 staff). The trend in the rate of disclosure is in line with 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 level of 'not known/blank' for the Group is at 27%, considerably above the 3% for the FE sector and just above the 23% for the general working population. Some notable points in the variation for contract types include:

- Hourly paid workers 'not known/blank' at 34% (219).
- Salaried staff "not known/blank" at 23% (321).

The Group has agreed as one of the Strategic Equality Objectives for 2017-2020 to remain committed to improving the level of staff disclosure for all of the protected characteristics such as a disability, through targeted interventions.

In addition, the Group successfully achieved Level 1 of the Employers 'A Disability Confident Committed' award and a further commitment has been made to providing evidence that it meets the core actions for Level 2 of the award, such as:

- Consulting with staff who have a disability on their perception of issues, barriers or concerns
- Supporting employees to manage their disabilities or health conditions
- Ensuring managers are aware of how they can support staff who are sick or absent from work.

The data for students with a disability and learning difficulty continues to remain constant and shows no significant percentages changes over the last two years.

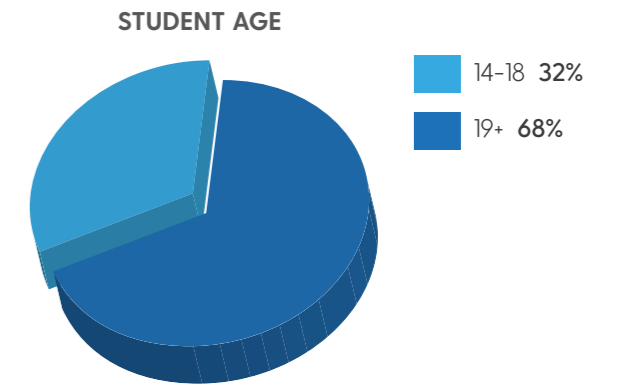
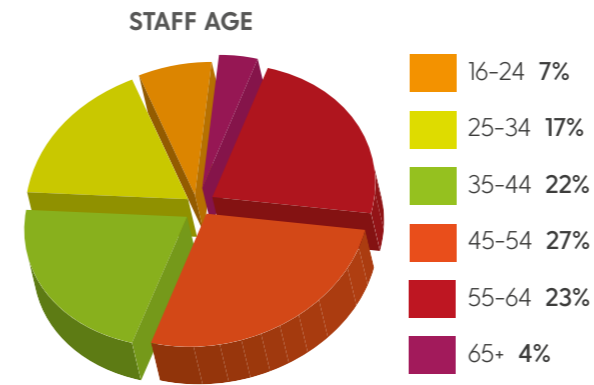
The proportion of students with a disability is at 14% (6,777) from 13% (6,399) and for those with a learning difficulty at 7% (3,146) from 6% (2,856). Across the Group there remains a strong commitment to supporting students with a disability or learning difficulty. This is exemplified by the commitment of Westminster Kingsway College to extend and develop the curriculum offered to students with Learning Difficulties and Disabilities (LDD). The College successfully opened two

sites in 2015-16 – 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 student with profound multiple learning difficulties the Alexandra Centre provides specific courses and support.

More details on the support for Students with a Disability or Learning Difficulty can be found on page 30.



## AGE



The highest proportion of staff remain in age group 45-54 at 27% (550 staff). This reflects the FE national average of 29% for age group 45-54. Thereafter, the main age groups are 55-64 at 23% (472 staff) and 35-44 at 22% (440 staff) The Groups age profile means overall there is a good balance in the proportional representation between the main age groups. The data also shows the Group does have a high proportion of staff aged 55 and over at 27% (562), while the proportion of age group 16-24 currently stands at 7% (153 staff).

An identified approach within the HR Strategy is to look at succession planning to anticipate the implications of this profile for key posts and to future proof the Group in terms of talent, experience and knowledge drain. In respect of contract types key notes are:

- Lecturers and Teachers, age group 55-64 at 31% (247 staff)
- Academic Managers, age group 45-54 at 39% (48 staff).

The age profile for student intake shows students age 16-18 accounting for 38% (18,699) of the intake, aged 19 and over 52% (29,995) for the academic year 17-18. These figures remain fairly consistent from the previous year.



## PAY

### GENDER PAY

Prior to the merger, City and Islington and Westminster Kingsway College conducted a gender pay review, while CONEL and Capital City College Training carried out a separate review, both were done in July 2017. This followed the Government's decision to require mandatory reporting for all employers with a workforce of 250 or more to publish their gender pay gap - the difference between female and male average earnings.

The results are very positive particularly when compared to the UK national median pay gap for men and women is an average of 18.4% and the national average for the education sector of 12.4%.\* Further details on the individual Gender Pay Gap Reports can be accessed by clicking on the links below:

[CCCG Gender Pay Gap Report](#)

[CONEL Gender Pay Report](#)

2017	MEDIAN %
City and Islington College, Westminster Kingsway College and Capital City College Training College.	9%
College of Haringey and North East London	0%

As of 31 August 2018, the Group's overall median basic salary in 2017-18 based on all staff (except hourly paid lecturers) was £30,909 including London weighting. This is approximately 9% higher than the FE average (£28,000)\*\* in England, and approximately 12% higher than the total UK workforce average (27,600)\*. Thus, the average pay for the Group's Full-time staff is above the norm for the FE sector and the national workforce.



From our local data, all full-time equivalent males are paid approximately 17% more than females, while the pay gap between female and male Business Support Staff is 15%.

These are below the UK workforce average of 18.4%. It is important to note that research indicates\*\* that this gap could be explained by various factors other than gender, including occupational categories and contract type.

Salaries including London Weighting

	ALL STAFF	MALE	FEMALE
<b>ALL STAFF</b>	31,826	35446	29415
<b>MANAGERS (EXCL GLT)</b>	46932	46882	46567
<b>BUSINESS SUPPORT</b>	25167	27961	23815

\* Office for National Statistics Annual Survey of Hours and Earnings Apr 2017, Provisional Results

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



For the newly formed Group, an Equal Pay Audit is due to take place in November 2018 and will be followed by a new Gender Pay Audit by April 2019. The results from both audits will be benchmarked against the latest figures for the FE Sector and used to create a Group wide action plan to address any pay inequalities that cannot be explained or justified by contract type and or occupation categories.

## GRIEVANCE, DISCIPLINARY AND EMPLOYMENT TRIBUNALS

In the monitoring period 1 September 2017 to 31 August 2018 there were 226 cases of grievance, disciplinary and employment tribunals, of which 26 were still open when the monitoring period closed. Of these 147 were formal and 79 informal.

An examination of the data indicates that, the gender profile shows casework being split 61% female and 39% male. This mirrors the gender profile of the Group of 62% female and 38% male.

Of the 226 cases only 15 staff had declared that they had a disability. Of these, two cases were for reasonable adjustments in the workplace; six were sickness cases and three were disciplinary cases. Despite encouraging staff to declare whether they have a disability or not, 27% of staff have not made this declaration.

Often, when staff are referred to the Occupational Health provider, the OH Clinician will state that in their opinion the employee does fall within the definition of having a disability under the Equality Act 2010. Within the context of the strategic equality objective, the HR Team will be

ensuring that this information is updated over the coming months and as part of an exercise to increase the details on protected characteristics steps will be taken to encourage staff to declare their disability. 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.

Excluding cases where the ethnicity of the employee is not known, case load data shows that the number of cases brought against BAME staff is higher than the Group profile, 49% against a Group profile of 33%. One possible explanation is the aspect of unconscious bias and how this can impact on the manager/employee relation. The HR team will integrate the subject of unconscious bias into the suite of workshops designed to support managers such as managing staff performance and will continue to closely monitor this the ethnicity profile of casework.

This is the first time data has been collected for the Group including CONEL and HR will continue to closely monitor future diversity data around casework to determine if any potential patterns emerge.

## 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.

Looking at the annual data on Group wide recruitment the statistics are encouraging, with 58% (106) of the 183 appointments made being from staff from a BAME background, who accounted for 48% of all applicants (1037).

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

- Staff recruitment application form
- Starter pack
- Staff survey
- Self-service declaration

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 at 17% (357). The level of declaration from staff who are LGBT stands at 1% (10). The latter is below the estimated range by Stonewall of 5-7% for the UK population. Additionally the percentage of "Prefer not to say/not known" recorded for sexual orientation is at 84% (1,671). The two main religious beliefs identified are Christianity at 23% (468 staff), followed by those of the Islamic faith at 6% (118). The level of "not stated/specified" for religion and belief stands at 48% (970 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 FE, like many other organisations, faces in collecting non-traditional and sensitive data.

Within the strategic Equality Diversity and Inclusion Plan a key action 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 is acknowledged as sensitive areas. In particular requesting information from students on their sexual orientation or gender identity needs to be 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 biannual Student 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 student declarations received regarding protected characteristics. These questions will remain as a feature of future Student Surveys and any trends identified.

Another significant step forward is the review of gender choices for the online enrolment form. The opportunity is being explored to alter the 2018-19 online enrolment form to include for the first time the opportunity for students to formally record as part of their gender identity - non-binary/third gender – as options.



## LEAVERS

In 2017-18, 215 staff left the Group. The latest statistics reflect the expected movement such as the 41% (88 staff) who resigned; and the 14% (80 staff) for whom their fixed term or casual contract of employment came to an end.

Key points to note are:

- The highest proportion of total leavers were Business Support Staff at 47% (100 staff)
- Significant number of leavers were age ranges 35-44 (58 staff) and 45-54 (81 Staff) accounting for 39% of all leavers



## EQUALITY IMPACT ASSESSMENT

In support of the Equality Act 2010, best practice requires the Group to undertake an assessment of policies and procedures, so that there is evidence of the 'General Public Duty'. Page 35 has been considered in regards to the protected characteristics of race, gender, disability, sexual orientation, transgender, religion or belief, age, pregnancy and maternity, marriage and civil partnership.



In addition, all major service restructurings were accompanied by an Equality Impact Assessment. This allowed the Group to identify and consider any possible negative and adverse impact on staff affected and to minimise the impact by providing for example additional support for staff who had a disability.



In 2017-18, Equality Impact Assessments were completed for a wide range of policies including a number of those for Student Exams and Procedures, Assessment, Performance and Quality and Data Protection.

# THE PROGRESS WE HAVE MADE



## STRATEGIC EQUALITY DIVERSITY AND INCLUSION OBJECTIVES

One of the key achievements identified for 2017-18 was to implement the Strategic Equality Diversity and Inclusion objectives agreed for the Group: Westminster Kingsway College, City and Islington College and Capital City College Training.

The equality objectives have been devised to address equality gaps identified by staff and students and to support the Group to achieve the General 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. encourage 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.



## 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. Examples include:

- The In year development of an Equality and Diversity Achievement Dashboard.
- Agreement to and step towards developing a common and integrated approach to reporting on achievement by diversity.

### THEME 2: Training

**OBJECTIVE:** Ensure good understanding of how equality and diversity impacts on individual staff roles and responsibilities. Examples include:

- A range of mental health training provided for staff across the group to improve and support for students.
- Wide spread dissemination of the outcomes from the 'Further Education for a Diverse London' workshops ran as part of the Group wide summer conference in 2016.

### THEME 3: Teaching, Learning and Assessment.

**OBJECTIVE:** Develop further opportunities to increase understanding and celebration of equality, diversity and inclusion themes. Examples include:

- Pilot a training programme to help staff examine and understand the potential impact of unconscious bias on the teacher-student relationship.
- Sharing of best practice through joint membership of the College based Equality Diversity and inclusion Committees.

### 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. Examples include:

- Commitment to the development of transgender guides for designed by students for staff and students.
- Targeted training for identified staff groups to provide informed support to transgender students.

### THEME 5: Staff Disclosure

**OBJECTIVE:** Increase staff confidence to disclose the protected characteristics particularly disability, transgender, religion and belief and sexual orientation. Examples include:

- Advice from Stonewall on how to devise and implement a "Why are we asking"? campaign.
- Achieved Level 1 of the Employers "A Disability Confident Committed" award.

### 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. Examples include:

- Update the Recruitment & Selection training module and introduce a section on unconscious bias.
- Participation in the ETF research on the BAME FE Talent pipeline and take forward recommendations on areas such as secondments and coaching to support the career development of staff who are under-represented.

### THEME 7: Policies

**OBJECTIVE:** Ensure that the advancement of equality and the elimination of discrimination and harassment are embedded through all College policies and procedures. Examples include:

- Reassessed the policies, within the Group that should be subject to an Equality Impact Analysis (EIA) and the appropriate support required for managers to complete EIAs.
- Group wide EIA protocols in place supported by an EIA template.

### 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. Examples include:

- Carried out an independent audit to assess how Equality, Diversity and Inclusion are embedded within the learner journey and promoted to employers.
- Developed and implement an Action Plan designed to raise awareness of ED&I amongst learners, employers and training providers.

**The objectives and planned actions are reviewed each year by the newly formed Strategic Equality, Diversity and Inclusion Strategy Board. With CONEL joining the group in November 2017 the current Strategic Equality, Diversity and Inclusion objectives are being reviewed.**

## ANNUAL EQUALITY DIVERSITY & INCLUSION REPORTS 2016-17

Another achievement was to ensure equality information was published for the newly created Group of Westminster Kingsway College and City and Islington College and Capital City College Training by the statutory deadline of 31 January 2018. The Annual Report for 16-17 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 16-17 CCCG Annual Report can be accessed by clicking here.](#)

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

## THE UNITED KINGDOM INVESTORS IN EQUALITY AND DIVERSITY (UKIED)



For Westminster Kingsway College a monitoring visit in October 2017 concluded:

"Westminster Kingsway College (WKC) has made significant progress since 11th October 2016. The findings of this EDI update report indicate that following implementation of all the recommended actions WKC's EDI performance will be in line with the expected standards for Gold/Embedded." **WKC Monitoring Report, UKIED, Oct 2017**



A commitment expressed last year was to consult with CONEL, to undertake an Equality, Diversity and Inclusion Audit. With full support from the Senior Management Team the audit took place in April 2018.

"CONEL is committed to EDI and recognises the importance of EDI particularly in respect of the College's location and the profile of its students. The evidence reviewed indicates that CONEL could have successfully achieved Silver/Compliance level in that the College is currently able to demonstrate examples of practice that are at Gold/Embedded and Platinum/Beacon levels in areas such as promotion of diversity (in relation to images and information displayed around the College), student skills and development modules." **CONEL Audit Report, UKIED, April 2018**

**On the back of such strong external feedback the Group have made a committed to seek accreditation at the Gold level from the UKIED in 2019.**



## LEARNER VOICE

As part of their respective Learner Voice Strategy, all Colleges have continued to develop a comprehensive mixture of both formal and informal ways to involve and provide opportunities for students to voice their views and shape their learning. Students are enabled to provide feedback on equality, diversity and inclusion through a range of effective avenues such as:

- Student focus groups
- Equality and diversity discussed at Student Council/ Forum meetings
- Surveys such as the biannual Learner Satisfaction Surveys (Teaching and Learning); Induction Survey, Exit Survey and ad hoc Straw Polls Surveys
- Formal and informal feedback on a range of enrichment events
- Training events facilitated by the LOOP team, to support students to provide constructive feedback
- Student Representatives on the Equality, Diversity and Inclusion Committee and the Board of Governors.
- Student forums such as LGBTQ+ groups
- Lunchtime discussion groups
- Online feedback via the Student My Day
- Supporting staff recruitment through participation in the interview process and the micro teaching session used for all staff who teach
- Popular publications 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.



“ Positive feedback from learner voice groups praised the whole faculty approach to the promotion of ED&I through Diversity weeks, the Period Project, creation of Blue Cloud-LGBTQ+ group, good engagement of staff with Mental Health Awareness CPD with MIND, increased support for learners with Mental Health issues.” **WKC KX ALE SAR Vocational Science, Engineering, and A Levels**

“ The teaching and support from tutors as well as access to resources. I think that I have been well nurtured throughout my course and have been provided with clear aims in order to improve my learning” **Student feedback: CONEL LOOP Report 2017.”**

“ I think that the SU is really useful to this college because the things that are brought up in meetings are students’ point of view and their vision of the college. The college is getting improved not only by whoever runs the place but also by the satisfaction of the students”. **City and Islington Class Rep**

## ACHIEVEMENT RATES BY DIVERSITY 2017-18: 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 from 85.9% in 2016-17 to 86.2%.

This achievement rates is reflected in the respective achievement of students at Capital City College Training

at 93.3%, CONEL 90.4%, Westminster Kingsway College at 84.7% and City and Islington College at 80.4%.

Underpinning this achievement is the continued performance of the top five largest groups in each age bracket (see table below).

16+	Achievement Rate %		
Ethnicity	2015/6	2016/7	2017/8
African	80.00	79.8	81.3
White British	79.9	79.6	82.4
Any other White Background	79.7	81.9	83.1
Any other Ethnic Group	77.9	78.3	80.4
Caribbean	76.4	78.4	77.8

19+	Achievement Rate %		
Ethnicity	2015/6	2016/7	2017/8
African	85.8	88.3	88.2
White British	92.00	91.9	92.8
Any other White Background	87.2	89.5	90.3
Any other Ethnic Group	87.1	89.00	87.9
Caribbean	86.9	87.7	90.2

The results for each age group show all cohorts of students above the national provider rates for their peer group and seven out of ten 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:

- 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
- Updating of local Quality Improvement Plans.

All these support a focused approach at both the Group and College level to achievement rates by diversity and to concentrate on key areas for improvement. Through the combined work of the Performance & Quality Team, the Group Manger Equality Diversity and Inclusion, and the curriculum areas, the Group will continue to analyse, 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 (as a minimum).



# 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 each College seeks to provide for students' 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 college, staff remain committed to working together to ensure they maximise every opportunity to foster understanding and tolerance of the diverse communities students live and work in by using a range of creative and innovative approaches 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 providing opportunities to celebrate the diversity of students within and outside lessons.

## THE CURRICULUM

**Drawn mainly from Self-Assessment Reports (SAR), below are a sample of comments on the outstanding range of classroom-focused approaches across the Group that promote equality, diversity and inclusion:**

“Equality and diversity is richly embedded into the curriculum 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 Alexandra Centre LDD SAR**

“Teachers promote equality and diversity planning into their Schemes of Work and develop related learning resources such as visual from a range of countries or from artists of different genders or recipes sourced from different cultures.” **WKC Camden Road SAR**

“Learners explore personal, social and ethical issues. Within the curriculum, learners have the opportunity to discuss environmental impact, ethical issues, British values, employee rights and responsibilities of their sector. Learners have the opportunity to mix and meet with learners of different backgrounds and cultures.” **CONEL Franchise Self-Assessment Report:**



### The British Academy of Jewellery

“Teaching staff constantly reaffirming the need to challenge stereotyping and the use of inappropriate language, at work and in the classroom. Resources and teaching materials reflect and value the diversity of learners' experiences and provide learners with a strong sense of the need for wider equality.” **CONEL: SAR Trade Union Education**

“Equality and Diversity is very good across all 3 subjects. All subjects embed equality and diversity in their scheme of work. Students are used as a teaching resource, sharing their own experiences

in society. In a geography lesson on globalisation, students interviewed each other about their background, the clothes they wore and the music they listened too to demonstrate globalisation in their own lives. All classroom have excellent displays incorporating E and D topics.” **SFC Social Science SAR: CiC**

“Having our students working alongside South Korean students had a positive impact on how to talk and interact with people from other cultures. In addition students were able to learn about British and South Korean culture from a local perspective. Students gained a mutual respect and understanding for new cultures...and to facilitate an inclusive learning environment.” **CHSCC Hair and Beauty SAR**



“Equality and diversity discussed during the assessment and the learner was asked to provide examples of how they promote E&D at work. The assessor addressed the importance of valuing E&D at work and good practice has been discussed.” **Lesson Observation Report 2017-18: CCCT**

“Learners monitor for inappropriate statement and (Teacher/Assessors) use opportunities to promote values of democracy, respect, rule of law and individual liberty and to encourage respect and equal opportunities for all.” **Lesson Plan: Facilities Management CCCT**

“E&D was commented on as a strength in 87% of Lesson Observations.” **Lesson Observation report 2018.**



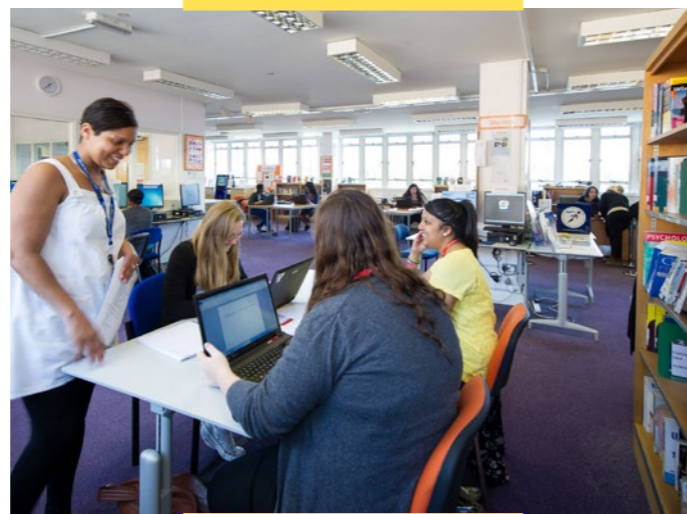
## SUPPORT SERVICES

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

All Colleges offer excellent support to students and staff through their respective Learning Resources Centres (LRC) and Library Services (LS). These provide an extensive range of exceptional enrichment activities and events which are linked to the curriculum, are well planned, have good participation and ensure the development of students' skills, knowledge and understanding.

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

- 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.
- All five libraries run termly focus groups on themed topics including resources, services and environment. Library staff attend the monthly Student Union meetings and provide suggestion slips as well as capturing feedback via email, phone and face to face.
- 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.
- Deaf awareness initiative with displays and two competitions on sign language during Welcome Week.
- Programme of activities targeted to meet the Centre Personal Development Behaviours Welfare priorities such as:
  - Class visits undertaken to promote Reading Ahead
  - Curriculum themed events supported by displays and competitions such as Black History Month, Personal Safety Month, Well-being Month, Safer Internet Day and LGBT Month.
  - Class based workshops with sessions including referencing and bibliography, online resources/E books, mind mapping, CVs and cover letters.
  - Display for anti-bullying week ('wall of kindness') with contributions from Supported Learning students.
  - Opportunities for students to undertake work experience in a library setting as well as creating displays to develop employability skills.
  - 3 World Book Night events held in Library with reading activity based on fiction display and a reading map.



- Library displays for International Pi Day and Sustainability Week with creative input from Work Based Learning student.

#### Some key initiatives for the LRC at CONEL include:

- Displays for Black History and LGBT month supported by seminal books and films.
- HE-student-only study room.
- Appointment booking for Career service.
- 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.
- 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.
- Anti-bullying and Green Week supported by various displays, books and films.

“ 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 need, develops their skills and supports them to progress and achieve.”  
Library Services SAR

- Six book challenge to supports young people and adults by changing their perception of reading, opening up opportunities and building their confidence.
- Assertive technologies and equipment provided in all LRCs to encourage and support learners with a disability to be able access and use resources. This includes 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.
- Maths Week display supported by a range of books to develop mathematics skills.
- E-learning display showcasing key learning resources for different subject areas.
- Mental Health Awareness Day with information on local support services, access to a range of books and the opportunity to watch relevant films.



- Supporting the work of the IT department, with library staff being a key contact for students with IT issues.
- International women's day showcasing seminal books and films.
- British Values display promoting all the core themes of British Values.
- Key religious celebrations and events displays.

“ I like the library. It has good resources to help you study and it is well managed so it never gets too noisy.”

#### Some key initiatives for the LRC at Westminster and Kingsway College include:

- The Reading Ahead programme in partnership with the Reading Agency which is key to developing students' literacy skills. Participation totalled 198 and included students from all study programmes (such as A Level, BTEC, ESOL, and LDD). Their achievement is celebrated at each centre at the end of the event where 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), and trips to The 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 use resources. This includes 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.

“ I use the library for independent study. I think the changes have helped me a lot as there are less distractions and I am able to concentrate on my work more”



## LEARNER EXPERIENCE AND STUDENT ENGAGEMENT TEAMS

The respective LRC and LS are an Integral part of the exceptional support offered under “enrichment” – the activities and events that complement academic requirements.

Within the same support service area, Learner Experience and Student Engagement Staff seek to help students understand local, national and world issues within the context of tolerance, respect for different cultures, beliefs and how these relate to them being responsible and active members of society.

All Colleges provided an excellent range of bespoke opportunities for their respective students.

### City and Islington College examples include:

- **Black History Month**, where students from all centres attended a tour at the British Museum given by an historian and black history specialist. The feedback from the group was excellent and students were so engaged the tour was extended by 30 minutes because they were asking such excellent questions.
- **The London Met Mentoring Programme**, in which university students provide subject-specific support on whichever part of the curriculum a student could benefit from. All London Met mentors are also trained as Pastoral Mentors so can support students improve in their overall performance by looking at the student as an individual and establishing personalised goals and methods of achieving them. Examples of areas which can be focussed on include: engagement, motivation, study skills, self-confidence, dealing with conflict, clarifying goals etc.

- **The Reachout 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. 33 City and Islington learners completed the ReachOut Mentoring training, to become mentors for children aged 9 to 16 years old.
- **Developing Employability with the Duke of Edinburgh (DofE) Award**. 53 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’.



- **‘Be Yourself Brilliantly!’** workshops aimed at females aged 16 – 24 years. As part of Wellbeing Month, the workshop raised participants’ awareness of soft skills, helping them see the value in these skills for employability and personal wellbeing. Outcomes included: Leadership & knowing yourself; Relationships & communication; Confidence & dealing with bullies; Structuring your life & time management; Creativity & imagination.

“ I enjoyed learning how to overcome fears when going for an interview”; “Doing the superman pose when communicating to people – to be more confident and that it’s okay to be yourself”. **Student Feedback: Be Yourself Brilliantly! Wellbeing Month**

- Volunteers from the Terrence Higgins Trust delivered their **‘Positive Voices’ workshop** to 19 Childcare students. Further sessions were held at the other four Centres during February. The sessions raise awareness of HIV.

“ It is very helpful because you find out what you need to do for the next course. Finding out the information from my mentor makes me feel confidence about my study for next year. I feel like mentoring has giving me the key to finding the right way to succeed. It has kept me focused on my studies at college.” **Student Feedback: London Met Mentoring Programme.**

- Students worked with **Creative Opportunities** as part of the City Leaders programme. They successfully pitched for funding from London Youth to host a charity dinner to raise money and awareness for the charity Luna, which supports children with Post Traumatic Stress Disorder (PTSD) in regions of conflict and post conflict.
- **Camp America**: Two information sessions were held to encourage students to apply to work for nine weeks at summer camps in the U.S. Participants demonstrate independence, responsibility and ambition and develop leadership and team skills to include on CVs and personal statements. 12 students have applied and four have been accepted.

“ The session with the Terence Higgins Trust (THT) today with my tutor group provided an opportunity for the learners to explore sensitive issues that can affect and impact on their lives. The main focus was on healthy relationships and wellbeing. The learners were Level 1 and the workshop was appropriate for them with interaction and exchange of ideas- this would generate further discussion at Level 2 + Level 3. They provided individual and group activities to stimulate discussion. The session finished with information on where the learners could access support.” **CHSCC Tutor.: Terence Higgins workshops**

- **‘WE Day’** is an unparalleled educational initiative. WE Schools prepares students for success in life. Through educational resources and service campaigns, students further their curricular learning and develop the life skills for success. This program offered students the tools and



the inspiration to take social action, empower others and transform lives—including their own. 14 students were invited to join tens of thousands of young people at Wembley for an event that brought together world-renowned speakers and A-list performers to celebrate student volunteers who have transformed communities and changed lives.

“ The most memorable part of the WE DAY concert is the story about a teacher who helped a student with difficulties in speaking and now seeing that student is much older and able to speak publically brought tears to my eyes as it reminds me how caring teachers are in general, helping students with their learning and sometimes students are ungrateful and don't see how important teachers are, the fact they can make an enormous impact in our lives.” **Student Feedback WE Day**

- 45 students received **the Jack Petchey Award**. Students spent the money on class trips to exhibitions/ theatre, dinners out, bowling/trampolining/paintballing/ Thorpe Park/Aquarium type activities, books for their library – self-help, revision.
- **Mental Health Awareness Week** included Student Engagement staff running ‘Colour Me’, stress free colouring-in sessions which proved very popular, promoting mindfulness and providing a space for students to mix and socialise. Mental Health staff attended some of the sessions to promote mental health awareness and services.

“ Before the sessions I already suffered with anxiety and panic attacks and didn't know if would overcome it. In the three times that I went to the activity, I found ways to control it through colouring-in and speaking with other students who I didn't know. Through planning my week, it also meant that I could control how I feel.” **Student Engagement SAR: Mental Health Awareness week.**

- **International Women's Day**. The Feminist Society held a screening of Hidden Figures and hosted a talk by Kiran Support Services on honour killings with a panel debate. The College also partnered with London Metropolitan University on an event held at LMU. The day focused on women in Higher Education and the opportunities that can be gained from studying at University.

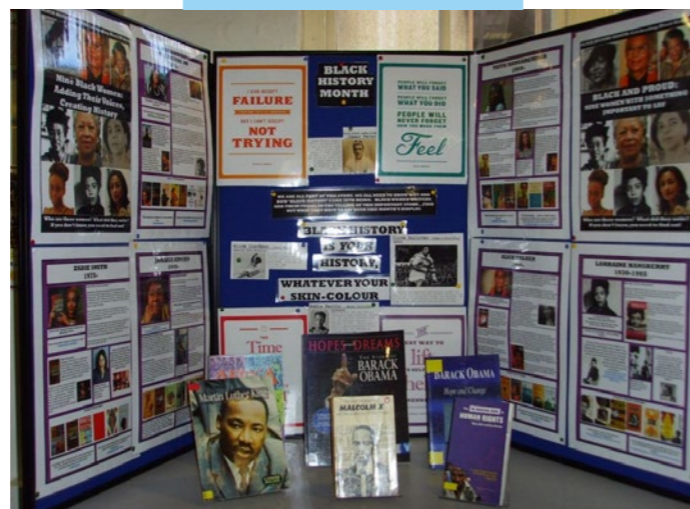


- Students in the **LGBT+ Network group** arranged a book buying trip to Gays the Word purchasing titles for the college libraries using monies won as part of the Jack Petchey Achievement Award. The LGBT+ Roadshow ‘Love and Let Love’ also ran where Students were asked to write positive messages to display in the Centres.



- V-inspired Award.** A nationally recognised scheme, where the programme celebrates the efforts and achievements of young people 14-25. 86 students were enrolled, and where at the V-inspired award ceremony a City and Islington Student received an award for the 188 hours of volunteering for the Somali Women's Health charity.

presented a fifteen minutes flash mob act the in Atrium about Parker Rose, as part of their tutorial programme. While there were a range of guest speakers such as Jak Beulim, the CEO of Nubia, who spoke about his



experience as CEO for the blue plaque programme, funded by the Government to raise awareness on black history within community in relation to the young people. At the Soho site writers within the Afro-Caribbean community were highlighted, as well as athletes who were the first from an ethnic minority to break into such sports as football and rugby. Films were played on the big screen in the LEX Area which explored subjects such as the American civil rights movement under Martin Luther King Jr. and slavery in the southern states of America.

“ I didn't realise how African-Caribbean people helped Britain in World War One' and ' Showing the different films was interesting, especially Moonlight because it was just about Black History but also incorporated LGBTQ. Usually it's just repeats of the films we have seen before like Roots. Moonlight is perfect for the modern society we live in:” **Student Feedback Black History Month**

- Fresher's Fair** which took place over a period of two days, comprised of community organisations who advised new and existing students of the local provisions/amenities and how to access information to further develop their lifelong learning skills.
- Peer Mentoring Programme** delivered by the Fitzrovia and Coram Youth associations within tutorials with HSC Level 3 students receiving a Peer Mentoring Parenthood Programme and Art and Design L1 and Bridging students producing a short video clip on hidden disabilities and the effects of drugs and alcohol to be displayed at the Hidden Disabilities Event.

“ The more hours I invest in volunteering, the more I learn every day. I'm grateful for the opportunity I was able to take part in this amazing project. It takes time to see the impact you've made, but knowing the difference has been achieved for the greater good makes it all worth it.” **Feedback Student Volunteer Award Attendee**

**Westminster Kingsway College examples include:**

- Diversity Week:** This comprised of a number of themed events throughout the year that combined both curriculum and enrichment events. Topics covered include:
  - Going to Extreme** a play which focused on raising awareness of radicalisation and extremism. Informing students of how to make conscious decisions to protect themselves.
  - Safer Learner Events Day,** where through the presence of a range of invited stall holders the topic of 'Identity and keeping and others safe' was explored. One of the stall holders City London Police who engaged with students regarding online safety and how to protect yourself whilst on social media.
  - Forward** provided advice on FGM and where to seek advice. The Brandon Centre and NHS Homerton Hospital also attended providing sexual health, HIV and C- Card contraceptives advice.
  - Chelsea's Choice** supported the Colleges –'Keeping Safe' agenda. The production aimed to inform and advise how individuals can be manipulated into unhealthy relationships: to raise awareness and signpost students as to where they can seek support. Chelsea's Choice showed how a young person can experience child sexual exploitation and how to protect yourself from harm.
  - Protective Characteristic was another theme where as part of the **Diversity Day,** A board display was created that focused on Gender Politics, LGBT and legal aspects of your right and responsibility. A post it Note exercise enables learners the opportunity to provide feedback.
- Black History Month** a range of activities took place across the College sites. At Kings Cross a market event comprised of a variety of cultural market stalls showcasing original and ethnic fashion accessories, art and crafts, books and DVDs. Performing Arts students

- Interfaith Month** where holidays and events from different faiths where “merged” and highlighted in an informative display for learners who may not be familiar with how other cultures and religions celebrate their holidays. As part of the interfaith celebration, a group of ESOL students visited the BAPS Shri Swaminarayan in Neasden. Though a guided tour students learned about the history of the Mandir, they took part in the daily celebration and they were able to ask questions about the Hindu religion and traditions.

“ We learn so many things that I never knew before, for example I thought they had many gods but they have only one god!” **Student Feedback Interfaith Month**

- World Food Day,** where Access and ESOL learners donated food to the Trussell Trust Food Bank. The aim of the day is to increase worldwide understanding of the problems and solution involved in the international drive to end hunger.
- Learner Voice Month** highlighted the previous feedback given from learners and showed what the College had done to meet the students' needs. Students were also encouraged to share what they enjoy about the college and what they would like to change about the college.
- World of Work Month** highlighted a range of upcoming opportunities within the world of work and university and the wide-range of support available. Students received advice and tips on how to strengthen their CV's, quality resources to aid them in research, important updates from UCAS and impartial careers education, information, advice and guidance.



- Debating Club,** opened to all ESOL students at Entry 3 Level or higher. This debates have been well attended with students contributing with great enthusiasm and energy to topics such as “Should stricter discipline be imposed in schools.”

- Health and Wellbeing Month,** where students gained tips on how to maintain a healthy lifestyle. There were a range of displays and resources related to health and wellbeing and promoted organisations to help students gain support in regards to health issues.
- Writing Competition for ESOL students.** The title was “What does London mean to you?” and there was a certificate and prize (a £25 national book token) for the best essay at each level.

“ My classmates supported me in writing a really great story.’ and ‘This was fun – LEX team are good at doing activities for us.’ **Student Feedback: ESOL Writing Competition.**



- Mental Health & Stress Awareness Week** where students were made fully aware of the wide-ranging support in College available to them and that from organisations such as the Mental Health Foundation.
- Regular surgeries held every week or fortnightly** these include support from assistance workers from Hive who worked with students on key themes and issues such as ways to manage and cope with stress and Sexual Health Surgery delivered by the C-Card service.
- Healthy Eating and Wellness Tutorials,** which also provided Gym session specifically for students with a Learning Disability or Difficulty.
- #PressForProgress Campaign** was the Theme for International Women's Day (IWD) celebrating women's achievements for 100 years. The event arranged by students involved a combination of a board display of student's art work; their research on the history of IWD and interactive stalls, discussions and 'Your thoughts' post it note exercise.

“ Doing my research for IWD, has encouraged me to work harder so that I can become a successful woman” **Student Feedback: International Women's Day**



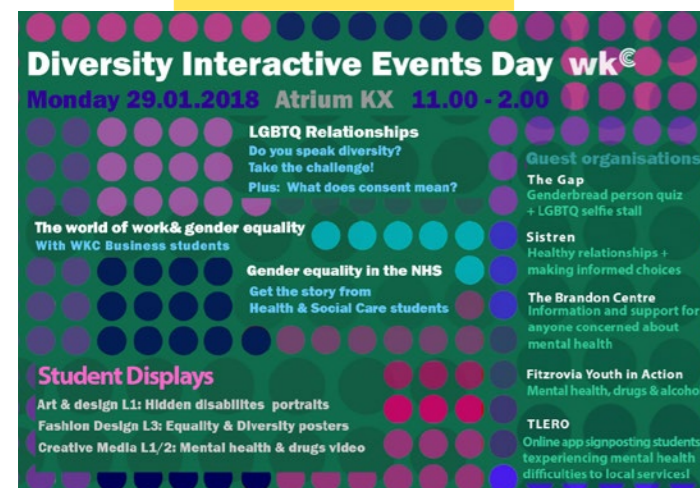
- For **LGBT Month**, students were encouraged to participate and nominate their favourite well known LGBT person. Speakers from Positive Voices also carried out a session about HIV to students from the Access to Nursing, Health & Human Science and Midwifery groups.

“ Really well structured and educating. The talk has given me much more awareness about HIV and its treatment options and diagnosis. [...] I admire the courage of the speakers who shared their stories and I am grateful for the opportunity to listen to the presentation. Thank you for educating me.’ **Student Feedback HIV/ LGBT workshops by Terrance Higgins:**



## February is LGBTI month

- Anti-Bullying: Actionwork** performed enrichment workshop sessions at the Soho Centre for a range of students on various Access courses. The creative and interactive empowerment workshops raised awareness, provided information and explored a range of strategies



to deal with bullying, including face-to-face bullying, cyberbullying and e-safety.

‘I found it very educational and I feel empowered!’  
**Student Feedback: Anti Bullying workshops**

- Raising awareness of invisible disabilities.** A range of displays and information stalls covering a number of invisible disabilities such as visual and auditory impairment, ADHD, anxiety disorder, lupus, epilepsy were present. Learners were informed of how invisible disabilities chronic illnesses and conditions can hinder a person’s quality of life and have an impact on education, employment opportunities and socializing, not forgetting the financial impact. The awareness days also included signposting to organisations and resources for further information and advice.
- HE Year 1 students attended a **public speaking workshop delivered by Speakers Trust**. The workshop provided the opportunity for students of all levels of experience and expertise to develop their public speaking and communication skills through speeches, impromptu speaking sessions, communication games and learning to give constructive detailed feedback.

“ We’re grateful to the Lex team for this life changing, skills enhancing opportunity. The Speak Up workshop was a very useful exercise for the first year Business FdA students. The workshop helped us to identify some bad habits, habits that we have since remedied. We are currently working on some presentations and will be using the tips and skills learnt to help us engage with the audience going forward. Thanks again.” **Student Feedback: Public speaking workshop delivered by Speakers Trust**

### Some key initiatives for CONEL Include:

- Diversity week** which was celebration of the cultural diversity of the College and a wider society. Students enjoyed a variety of stalls, films, workshops; while there were tutorial resources on equality, LGBT, immigration, gender, disability and race.
- Hair & Beauty students received AQA Level 2 certificate for participating in a 9-week domestic violence programme called **Protect Our Women**. “We don’t get to talk about issues like [this] anywhere else.”
- A series of **Money Management workshops** were delivered to students. “It was a real insight and surprising how easily your spending can become more than your income” and “It was good to know what you actually have to pay for, the amount things cost and what can happen if don’t pay up.”



- A range of cross college themed weeks such as **Fresher’s Fair, Health week, Green week, Anti Bullying week**, et cetera.

“ There’s a lot of opportunities for young people out there, and it was good to find out about them and how I can get involved”.

“ It’s good to be able to get it checked at college. It’s important to look after yourself.”

- Students across the college participated in two **creative writing workshop** sessions in preparation for their GCSE English exam.  
“I really enjoy creative writing and it was good to get some ideas from other students when they read their stories out. It’s given me a lot more confidence going into the exam.”
- Students attended two **Dementia talks** delivered by the Dementia Action Alliance. Student comment; “I learnt that dementia can happen to anyone no matter what their circumstances, and how important it is to respect their needs.”



- Fundraising and Volunteering week**, is an essential part of the College calendar. Through the presence of a range of voluntary organisations students were encouraged to get involved in their local community. Students participated in the First Give programme and raised £1000 and donated it to Enfield Vision a charity that promote the wellbeing of visually impaired people living in Enfield.

“It feels really good to have done something very positive to help people that are not as fortunate as myself.”

- Health & Wellbeing Week** where students enjoyed a range of activities promoting positive lifestyles choices. Activities include information stalls, sports demonstrations, healthy eating and wellbeing workshops.

“ Today I so surprised to learn that how much sugar is in fruit juice and fizzy drink”.

- Literature Week**, which exists to raise the importance of literature as a cultural expression of national identity. Activities include a performance, poetry competition, essay writing workshop and the showing of the Film adaptation OF Mice and Men.
- Employability workshops** provided by blue chip organisation such as **KPMG** one of the Big Four auditors and Goldman Sachs investment bank.

“ It was good to talk to the people from Goldman Sachs and find out how they got to where they are and what motivates them, which will help when I am getting ready for interviews.”

“ There was a lot of good advice and tips, from KPMG particularly on interview skills and little things you can do to make yourself stand out to make employers think that is something difference when you actually go for a job”.

- Students participated in the **BBC careers event** with Oscar winner Gareth Ellis-Unwin the producer of The King’s Speech. “It doesn’t matter what course you are doing – hairdressing, construction, accounting – you can transfer those skills into the creative industries.”
- 11 anti-discrimination workshops were delivered by Stand Up!** Education Against Discrimination, is a government funded, interfaith project led by Streetwise and supported by Tell Mama and Kick It Out. The project has trained facilitators working in mainstream schools educating students on the topic of discrimination and racism, specifically looking at anti-Semitism and anti-Muslim hate.



- Health & Care students participated in a workshop to better understand the challenges experienced by blind and visually impaired people organised by the Royal Society for the Blind. Student comment "We learnt about the difficulties that blind people have in getting around".
- Mental Health awareness training** with an average satisfaction rating of 95%. Students received information to help them understand the issues surrounding mental ill-health and on the range and type of local services.

- International Women's Day**, where Business Students attended workshops in the City to explore the impact of International Women's Day and how women leaders are making a difference.



“ Sometimes the worst place you can be at is in your own head. That is why is so important to understanding the issue of mental ill health and the support available to you”

“ In the end of year Student Satisfaction Survey, 1 of the 5 statements with the highest satisfaction for the Group was that the College encourages learners from different backgrounds to work together at 93%” **Source: Student Satisfaction Spring 2018 Survey.**

“ Outside of the classroom, learners were able to participate in events that expand their personal, social, moral and cultural development. For example, Book and Film Club, International Women's Day, Gay Pride, visits to the V&A Museum and meditation sessions. **CONEL Franchise Self Assessment Report: The British Academy of Jewellery**

“ Good promotion of Equality and Diversity within each curriculum area, backed up through enrichment activities at each centre” **CCCG Group SAR 2017-18**

## SUPPORT FOR STUDENTS WITH A DISABILITY OR LEARNING DIFFICULTY

Through a range of specialist qualified staff, the Group provides a range of high quality learning experiences for all students promoting inclusion by supporting those with learning difficulties, sensory needs, disabilities or mental health.

**Throughout the year a number of Group-wide key activities took place.**

**Data on student nature and range of disabilities was used to develop or improve services. Examples include:**

- Assessment of support needs from which individual support plans were created.
- Specialised assessment of needs before and during a course.
- Close liaison and information with local authorities and special schools in order to aid transition to post-16 education.

- Specialised assessment of needs for examination access arrangements completed and exam concessions applied.
- Adjustments to the mode of support (in-class, out of class, 1:1, mentoring, literacy, numeracy mental health and wellbeing) tailored to meet the profiled needs.
- Varied duration of support such as shorter, timely interventions to achieve the best outcome for learners in immediate need.
- Mental Health support service to provide support with student having a crisis.
- 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.

**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, teaching and learning mentors and curriculum leads delivering awareness via induction tutorials.
- EHCP awareness training delivered to key members of staff and used to support lesson planning and delivery.
- Disability awareness embedded in modules of course work.
- Deaf awareness modules in tutorial for classes with Deaf students along with the employment of specialist Communication Support Workers, CPD and deaf awareness training rolled out to teaching teams,
- Mental health awareness modules in tutorials for classes with students with declared mental health issues.
- Disability awareness workshops for student delivered by external organisations.
- Support from the Mental Health & Wellbeing team,
- All established staff completed the on line equality module which includes disability.
- Aspects of Disability awareness delivered as part of Professional Development Days.
- 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 included**

- Modifying texts to make these more accessible for example to large print, audio, clear text, autism-accessible and background colour.
- Provision of specialist equipment and software such as hearing helpers, dictaphones and software.
- Provision of quiet spaces, counselling and mentoring.
- Out of class learning support.
- In-class learning support.
- Re-timetabling classes to more accessible locations.
- Access to accessible toilets and lifts.
- Exam concessions and assignment extensions.

“ After my experience of school support which was not good. The way the team of the staff who were prepared to listen, understand my needs then work with tutors to assist was brilliant. Their support of my individual needs is mega. Thank you.” **Student Feedback City and Islington College**

“ Excellent levels of support enable vulnerable and disadvantage learners to improve attendance, behaviours and skills. This enables them to succeed and progress very well as result of targeted and motivating support they receive as well as personalised and differentiated learning. **SAR: WKC YHKL – Alexandra Centre 2017**



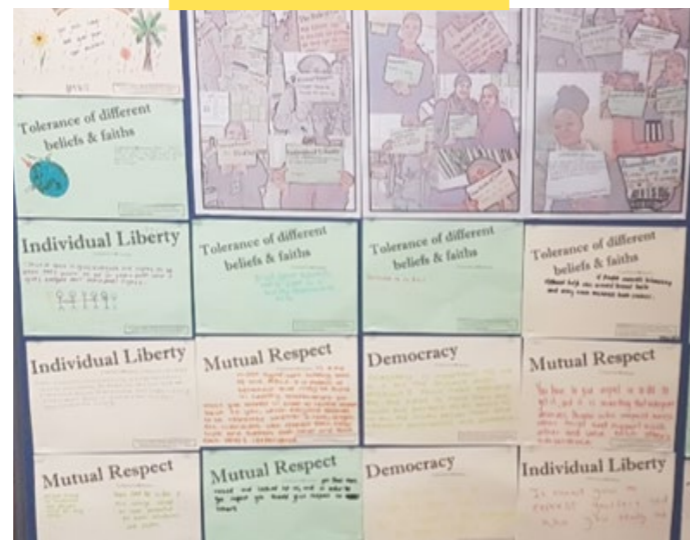
## PREVENT AND THE PROMOTION OF BRITISH “OUR” VALUES

With the introduction of the Prevent legislation (September 2015) aimed at protecting young people from the risk of radicalisation and the raising awareness of British (Our Values), each College, appointed a member of staff to lead on the implementation of its approach. A fundamental theme was to help students explore what are “British values” how this relates to them being an active member of society and to broaden their awareness of different people and communities.

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

- Bespoke 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 alongside the completion of a specially designed set of interactive on line modules that incorporate Our Values (Democracy, Respect and tolerance, Individual liberty, Rule of law).
- Safeguarding Champions and Key Service Managers carried out an audit within their teams to ascertain the gaps in knowledge and implementation concerning the **Prevent Agenda and Our Values** in response to the FE Network.
- As part of the enrichment programme, a series of structured debates around sensitive and contentious topics such as tackling extremism in the aftermath of Brexit.
- Prevent Awareness training for Student Representatives.
- Tutorial lesson plans produced for each of the four values: Democracy, Individual Liberty, Respect and Tolerance and The Rule of Law and delivered to groups during the academic year.
- Students produced Prevent and Our Value posters displayed across the Group estate.

- College Values Week promoting the core themes of British Values; democracy; the rule of law; and individual liberty; mutual respect for and tolerance of those with different faiths and beliefs. Activities include a debate tackling extremism which is taking place since the aftermath of Brexit.



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

### Democracy:

- Students were invited to share their views as part of a wider consultation for a **Knife Crime Action Plan** commissioned by Haringey Council. Student comment; “It’s been good to have the chance to get our views across as often no one takes much notice of us and often our voice gets lost.”
- Workshops were delivered to students on understanding the British Parliamentary system with a satisfaction rating of 91%.
- Creative Media students produced a video backing the lowering of the voting age to 16. The film entitled ‘**Young Voters Bill**’, was made following the introduction of a parliamentary bill to reduce the voting age. It was commissioned by the Association of Colleges and was shown at its annual conference in Birmingham. Student comment: “Lowering the voting age to 16 will encourage the youth to learn more about politics. It will become more democratic.”
- Promotion of local events in the College Library, e.g. an anti-hate crime event at Finsbury Park Mosque.
- In the curriculum subjects classes look at the reliability of different websites and sources, e.g. in Film Studies and English Literature, while Sociology assessed the different political biases of online newspapers.
- In Tutorials a safe place was provided for students to share their experiences and in one-to-ones.



### Individual Liberty, Respect and Tolerance:

- Students participated in a number **Prevent workshops** commissioned by Haringey Council and delivered by the Jan Trust an anti-extremism campaign group. Student comment: “I was shocked to learn how quickly someone can be groomed to become an extremist”.
- **British values workshops** were delivered to students. Student comment: “We discussed the pros and cons of living in Britain and it was good to see my peers’ opinions and see things from others’ perspectives.”
- A Level language students studied the positive and negative impacts of immigration and racism in modern Europe as well as the development of the Far Right in France and Italy and secularisation in Turkey.
- A wide range of visits were undertaken by the Sociology Department where students were able to develop their understanding of Britain and Our Values. **Trips included the Houses of Parliament, Whitehall, the Law Courts and City Hall**, leading to work on democracy, women’s suffrage and mayoral elections. Class activity was then successfully and skilfully interwoven with themes around Britain and Our Values into the classroom.
- **Anti-discrimination workshops** which aim to promote British Values including social responsibility, whilst giving students skills to counter discrimination safely.

### The Rule of Law

- **Prevent Tutorials** were updated to include Acid attacks as a new session. Hate crime was also addressed in tutorial sessions as part of the discussion on the Learning and Behaviour Agreement.
- **Visits by the Metropolitan Police** were facilitated by Library staff with the focus on providing information to students on local issues.

- BTEC Year 1 and 2 Law participated in **Stop and Search tutorial workshops**. A group of volunteer solicitors facilitated group talk session and discussion about the Law on stop on search and how this may impact on an individual rights and responsibility.



- A presentation by an ex-offender as part of **10 Stop The Knife sessions** run by the charity **London Village Network** funded by the Evening Standard and Comic Relief. Now released on licence after 22 years, “Paul” shared with students the serious consequences of carrying a knife after he was jailed for life for stabbing a man to death, the harrowing experiences he faced in prison and the impact this had on him. “For Paul to go through all he has and tell his story and make people think twice now about carrying a knife was very inspiring.”

“ In the end of year Student Satisfaction Survey, three of the five statements with the highest satisfaction for the Group related to Students feeling safe in the college, with a satisfaction level of 93%”; The College is a safe place to learn at 92%; I know what to do in cases of bullying, harassment or discrimination at 92%.” **Source: Student Satisfaction Spring 2018 Survey.**

“ All tutors use contextualised learning to help promote British values around topics that learners care about like Brexit, feeling safe in the classrooms that enables all learners to get involved and feel more confident in the British way of life”. **CONEL : Vocational Employability SAR**

“ In the end of year Student Satisfaction Survey, 89% of students commented that they were ‘Made aware of issues with radicalisation & extremism 89%.’ **Source: Student Satisfaction Spring 2018 Survey.**



## 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 2018-19 are to:

- Review and develop further the Strategic Equality Diversity and Inclusion objectives to reflect the partnership between Westminster Kingsway and City and Islington College and CONEL.
- Seek Group-wide accreditation from the United Kingdom Investors in Equality and Diversity at Gold level.
- 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 31<sup>st</sup> January of each year.
- To publish equality objectives by 6<sup>th</sup> April 2012 and then every four year.





**Capital City  
College Group**



**CITY AND ISLINGTON  
COLLEGE**



**Westminster Kingsway**  
central London's College

The College of  
Haringey, Enfield  
and North East London



**Capital City  
College Training**