



Equality & Diversity Duty Review 2017

Introduction

As part of the Equality Act 2010 we have to publish annually our compliance with the Equality Duty established by the Act, specifically the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

This review has four sections:

- 1. How we support the Equality Duty as a college**
- 2. Our equality and diversity aims**
- 3. A review of last year's objectives and achievements in support of the Duty**
- 4. Objectives for 2017 in support of the Duty.**

1. How we support the Equality Duty

1.2 Our strategic objectives

In 2016, our purpose became, *Bringing people together to enrich lives through learning*. To support this goal we launched a three-year strategy in May 2016 with the following strategic goals:

- **Placing our students at the centre of all curriculum and service decisions**
- **Maximising our community, social and charitable impact**
- **Strengthening stakeholder engagement.**

These goals ensure that at least two of the specific duties described in the introduction are at the heart of our operations, with the second strategic objective placing enhanced emphasis on our work with communities – both geographic and social - including groups that share protected characteristics. This is expanded in the section *Areas of Operation (1.3)*.

1.3 Our areas of operation

We run programmes that advance equality of opportunity between people who share a protected characteristic and people who do not share it:

➤ **Community Outreach**

Our community outreach provision is delivered in partnership working in 2 London Boroughs and with over 30 community organisations. The department has two main areas of delivery, family learning and care courses.

Family learning

We have provision in the London Borough of Camden targeted at economically and socially disadvantaged families with pre-school children in specific areas of deprivation, making a positive impact on people with certain protected characteristics. The provision is supported by information, advice and guidance services and crèche facilities.

Family Learning also delivers a range of courses for families in Royal Borough of Greenwich. The focus of the provision is parents/carers and young people aged 3 to 16 years and is targeted at families who are facing multiple challenges including housing, education, employment and finance.

The majority of our courses within Family Learning are non-accredited to both meet the needs of disadvantaged learners returning to learning *and* to support learners to progress to further training leading to employment. The percentage of new learners (not engaged in learning in the last 3 years) is high at 85.9%, which reflects the successful targeting.

Mothers or female family members make up the majority of learners (86.1% female) but increasingly higher numbers of male family members engage in one-off events. This follows our consultation with fathers where they expressed a preference for one-off activities at weekends.

44.3% of learners are either white British or white other and 55.7% from Black and Minority Ethnic (BAME) groups. Whilst we do not expressly target BAME families, the correlation between BAME ethnicities and multiple deprivations - our primary target - means that, by default, we attract a majority of BAME learners.

Care courses

These include a range of Health and Social Care and Childcare and includes courses aimed at learners experiencing severe educational, economic and domestic disadvantages including, homelessness, offending histories, recovery from substance misuse, lack of a work record, poor literacy, low self-esteem, physical health issues and enduring mental health needs.

The care and support work programme offers a range of different entry points into which learners can begin or improve their career. Predominantly a qualification-led offer, the provision offers several routes to paid and unpaid employment. A range of level 2 courses with work placements are also provided, such as youth work and information, advice and guidance certificates and health and social care diploma.

➤ **English and Maths**

The profile of learners in English and maths reflects the department's alignment with the college's strategic commitment to maximise our community, social and charitable impact, having a mixture of unemployed or low paid or part time/shift workers, some working locally, most seeking to gain essential skills to access work and study. 75% of learners are non-white British and almost 78% are female. Many have previously had a poor experience of education, are returning to learning after a significant break, or have learning difficulties or disabilities.

Within English, maths and ESOL, 28% of courses are accredited and range from pre-entry to level 2, offering clear qualification focused progression pathways. Courses are either free or part subsidised. ESOL students undertake ESOL qualifications and English and maths students undertake Functional Skills qualifications. Learners can progress from functional skills to GCSE English and maths.

➤ **Deaf education**

We have one of the country's leading adult Deaf Education capabilities, supporting:

- deaf learners at City Lit developing skills in English, Maths and Computing, from pre-entry to Level 2 and maths courses running from Entry 1/2 to Level 1
- deaf learners at City Lit on 'mainstream' courses
- British sign language for deaf adults
- people with acquired hearing loss
- those who work with deaf adults and across the deaf community
- British sign language and deaf awareness training for those who need to communicate with deaf people
- deaf learners in further education colleges and higher education institutions across London
- deaf people in work, training and community settings by providing communication and interpreting services.

➤ **Progress (courses for people with learning difficulties and disabilities)**

Our Progress department offers a discrete programme of non-accredited courses for people with learning difficulties and disabilities (LDD) with strengths in visual arts, music and drama, allowing learners to develop important independence and advocacy skills. Working alongside partner organisations we are well-known and respected by partner agencies, we challenge perceptions of what people with learning disabilities can achieve and provide a positive image of what is possible to others.

Our learners are drawn from 23 London Boroughs, with the main sources of learner referrals are from Camden 18%, Westminster 14%, Lambeth 10%, Islington 8% and Lewisham 8%. 56.4% of our students are BAME. The gender balance of 31% female and 69% male is in line with national trends, with a higher proportion of male learners on the autistic spectrum. 27% of our learners are under 25, 2% are older learners over 60.

➤ **Speech Therapy**

Unique to City Lit, our Speech Therapy department has a national and international reputation as a centre of excellence for innovation in stammering therapy, supporting:

- people who stammer
- people with aphasia
- qualified speech and language therapists or people interested in training to become a speech and language therapist.

Our courses enable powerful, life-changing benefits for learners in both overcoming their communication difficulties and in developing a positive approach to managing their communication, leading to major improvements in well-being, and social and vocational life.

We are the only adult education centre offering speech therapy courses to adults with aphasia (acquired communication difficulties following stroke or head injury). This group of learners benefit significantly from the opportunity to learn within a supportive and caring atmosphere, and the timing and format of the courses are designed to suit this group's specific needs.

➤ **Other programme areas that support the Equality duty**

The benefits of learning for an ageing population are invaluable. For older citizens (60 years upwards) our courses provide intellectual stimulation and real opportunities to continue being an active member of society, such as taking part in group activities and socialising.

All of our programme areas attract older learners – 27% of students are aged over 60. Our courses help older people to stay active, maintaining participation and community cohesion and supporting mental and physical health.

Our Humanities and Classics departments are particularly successful at attracting the older learner and are above the City Lit average for all age groups from 60 years upwards. Humanities has over a third of our learners in the 60-69 age range and 19% among the 70-90+. In order to cater for this group of learners we have developed an extensive daytime provision in these areas.

Health and Lifestyle also offers courses specially designed for and marketed to older learners.

1.4 Our Teaching and learning model

Our teaching and learning model advances equality of opportunity, fosters respect for difference and supports the elimination of unlawful discrimination, harassment and victimisation. We offer classes that:

- are mostly open access, reducing the barriers to entry for adults from a wide variety of backgrounds.
- use inclusive teaching methods and differentiation to support students to learn effectively from their starting point and according to their learning style
- offer concessions and senior fees that draw students from across London, both geographically and socio-economically.
- value and promote equality and diversity in the classroom where stereotypes, discrimination etc. are challenged.
- support the development of English and Maths in all subject areas, through our cross college English and Maths Strategy.
- promote participation by all learners.
- promotes British values appropriately.
- support equality of outcomes for learners, irrespective of any protected characteristic, which is supported by our data.

1.5 Supporting disadvantaged learners to participate and achieve

We advance equality of opportunity by offering many activities to support our learners who need, or can benefit from, additional support. This benefits people with protected characteristics, particularly disability. Examples include:

- learners with disabilities in all classes are supported by teachers who understand their responsibilities and make reasonable adjustments where necessary
- on accredited courses we offer scribes, note takers or learning assistants
- for deaf learners we have an onsite team of British Sign Language interpreters and communication support workers
- many learners have multiple learning needs and benefit hugely from a wide range of specialist additional learning support (ALS)
- strong partnerships ensure learners with additional needs have parity of access to advice and support, including welfare advice for deaf adults in partnership with the Royal Association for Deaf People (RAD).

1.6 Our Financial model

Our financial model advances equality of opportunity by enabling learning opportunities for those who are disadvantaged or simply cannot afford course fees. Most of our students pay fees for their courses; we invest the profit from these courses and earn funding to subsidise the Community Outreach, Progress, Speech Therapy, Deaf Education and English & Maths programmes and a wide array of support services. This ensures that those who are at a disadvantage when it comes to accessing educational opportunities can participate in learning and benefit fully. Our cross subsidy takes a number of forms:

- working directly in the community on a range of projects, including regeneration projects, work with challenging groups and family learning across London.
- cross subsidising other specialist programme areas including Progress (supporting students with learning disabilities), Speech Therapy and Deaf Education.
- offering reduced concessionary fees on 80% of our courses. Our concession policy is more generous than the Skills Funding Agency's, and this reduction in potential fee income is cross-subsidised internally by our higher fee yielding provision.
- having a senior fee that varies between 60-80% of full cost, enabling this group to attend more courses and become part of a vibrant community helping them to learn and stay active. We subsidise our senior fees despite having no legal obligation to do so.
- spending a proportion of any surplus each year on our bursary scheme each year, supporting disadvantaged learners who cannot afford course fees. The bursary scheme is also funded by donations.

1.7 Our Student experience model

Our student experience model fosters good relations and supports the elimination of unlawful discrimination, harassment and victimisation. We were the first further education college to embrace a customer-focused student experience model that covers a student's whole experience, including inside and outside the classroom, pre-enrolment and post completion. The promotion of equality and diversity is central to this.

All our staff receive appropriate information and training and it is integrated into our monitoring and quality processes. As a result, City Lit is an inclusive and welcoming college where students and staff feel welcomed, safe and valued. We have clear standards and expectations and robust, integrated procedures that are followed if an incident occurs.

1.8 Events

We also organise and host events that advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it, including:

- Deaf Day is a key annual event in the Deaf community, bringing Deaf people together and showcasing groups, facilities and opportunities that Deaf people can access, putting them on an equal footing to hearing people.
- Mental Wealth Festival, in collaboration with the charity Beyond Words, brings together the general public alongside education, health, charity and corporate sectors promoting positive learning for mental health and wellbeing.

1.9 Supporting policies and frameworks

A number of policies, frameworks and people support our staff and students with the Equality Duty, including:

- Equality and diversity policy (reviewed in March 2016)
- Standards and procedures for the observation of teaching, learning and assessment
- a quality department led by an Assistant Principal who is a member of the Executive team
- Teaching and Learning and Staff Development departments

- the Access, Inclusion and Student Support department
- Ofsted's Common Inspection Framework
- an Equality and Diversity committee drawn from across the staff body, with intelligence drawn from key student groups (Student panel, Disability focus group)
- a Vice Principal responsible for corporate standards, including Equality and Diversity who is a member of the Executive team.

2. Our equality and diversity aims

Governors agreed the following aims in 2016:

LEADERSHIP AND MANAGEMENT

Leaders and managers who all times:

- respect and value difference
- promote and advance equality and diversity
- promote an inclusive and supportive environment for students and staff
- empower people, treating them fairly and with respect and dignity
- work to eliminate discrimination, harassment and victimisation
implement statutory and other initiatives in support of our equality and diversity aims.

USER ACCESSIBILITY

Sites, facilities and information that are, as far as is reasonably practicable:

- safe and welcoming
- fit for purpose
- accessible
- conducive to learning and working.

CURRICULUM ACCESSIBILITY

An inclusive curriculum:

- that is accessible to all who meet any appropriate entry requirements
- where the diversity of our community and the student body is reflected, valued and promoted
- where for people with a disability and from minority groups feel included
- where students are appropriately supported
- where students and a wide range of people are involved in the development of our curriculum
- that promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.

STUDENT OUTCOMES

A learning experience:

- that is inclusive and free from discrimination, harassment, victimisation, extremism and radicalisation
- where the diverse needs of our students are, where possible, anticipated, understood and integrated into teaching to enhance participation, learning and achievement
- where there is equality of outcomes across diverse groups
- that supports a diverse society, wellbeing and an ageing society.

EMPLOYMENT EXPERIENCE

A workplace:

- that is inclusive and free from discrimination, harassment and victimisation, extremism and radicalisation
- where the diverse needs of employees are, where possible, anticipated, understood and actioned
- where the working environment is flexible, fair and supportive
- where the diversity of our workforce is valued
- where staff are appropriately supported to deliver an accessible curriculum and high student participation and performance
- where activities celebrate and promote the diversity of our staff body.

3. Review of 2016 - targets set and other achievements

Leadership and management	Duty	Responsible	Date	Progress
1. Senior managers and HoDs to complete conscious bias training All staff to complete Prevent training	1,2,3	HoSPD	10/3/16	Achieved
2. Complete consultation on E&D policy and strategy with staff and students	3	VP/HoDs	29/2/16	Achieved
3. Governors agree updated policy, objectives and targets	1,2,3	VP/AP/QM/AISS Mgr	15/3/6	Achieved
4. IT users policy updated and agreed by Governors	1,2,3	VP/Governors	25/4/16	Achieved
5. Community strategy launched	1	VP/Governors	25/4/16	Achieved
6. English and Maths strategy updated	2,3	Asst Principal	31/8/16	Partially achieved
7. Safeguarding risk assessment completed	2	HoF	31/8/16	Achieved
8. Review undertaken of current E&D training practices and curriculum approach	2,3	VP	31/3/16	Achieved
9. LSE student project to focus on student ethnicity analysis	1,2,3	HoSPD/HoT&L	31/8/17	Partially achieved
	2	VP/AP	31/8/16	Achieved
Other achievements				
1. Ofsted inspected the college in December 2016 and graded it as good with outstanding features. Ofsted found that: <ul style="list-style-type: none"> • “Leaders and managers have supported teachers to ensure that teaching is exciting and stimulates learners very effectively to learn new skills and techniques in an atmosphere of mutual tolerance and respect.” • “The learning environment is highly egalitarian. Leaders and managers have maintained a positive approach to learning and set high standards of behaviour from staff, learners and visitors so that learners from all social backgrounds, ages and ethnic groups learn and socialise well together.” • Safeguarding (which includes Prevent) was judged to be effective. 2. An external quality review in October 2016 identified: <ul style="list-style-type: none"> • “City Lit is strongly committed to promoting equality and closely monitors both enrolment and achievement by different groups such as learners from a Black and Minority Ethnic background or learners with disabilities.” • “The promotion of equality and celebration of diversity is a key strength of City Lit. This is seen in the curriculum offer.” 				
User Accessibility				
1. Feedback from Disability focus group acted on appropriately at department level	Duty 1,2,3	Responsible HoDs	Date 31/5/16	Progress Achieved
2. Increase number of specialist chairs for students	2	AISS Mgr	31/12/16	Achieved
3. Install toilet hoist	2	PFM	31/7/17	Not achieved
4. Undertake full review of deaf fire alert systems to provide greater security and improved service	2	AISS Mgr	31/3/16	Partially achieved
5. Review student accessibility audit, producing new list for E&D group	2,3	AISS Mgr/	31/8/16	Partially achieved
6. Review student support section of City Lit website	2	SEM	31/12/16	Achieved

Other achievements

1. New fire alarm system installed with improved audibility and visible alerts.
2. Hearing loops upgraded in classrooms, reception and theatre.
3. New hearing loops installed at café counter, theatre box office and student centre helpdesk.

Curriculum accessibility	Duty	Responsible	Date	Progress
Lip-reading team to deliver 2 courses for the British Legion to ex-service personnel with acquired hearing loss	2	HoP – BSL/ Lipreading	31/7/17	Achieved
1. 3 further groups of disadvantaged learners to attend courses at Fircroft	2	AP	30/9/16	Achieved
2. Organise next Mental Wealth Festival	1,2,3	DDM	31/8/16	Achieved
3. Digital strategy to deliver its curriculum accessibility targets	2	HoSPD	31/8/17	Partially achieved
4. Relaunch Deaf Day	2,3	CfDP	31/7/16	Achieved
5. Complete move from Moodle to Google	2	DLM	30/10/16	Achieved

Other achievements

1. The Ofsted inspection identified:
 - “Learners value greatly the harmonious nature they encounter while they study, and develop great tolerance and respect for the views and value systems of their peers.”
 - “Leaders... design a curriculum that provides very good first steps into learning for vulnerable learners, including those who have mental ill health concerns or learners who are refugees.”
 - “Generous financial help to pay for course fees and equipment enables learners, who could not afford to, to remain in learning and make good progress.”
 - “Many learners come into the college outside their scheduled lessons...to use the specialist software available for learners with a disability.”
 - “The very many learners who are vulnerable, or who fragile physical or mental health, are helped very well to participate in learning and enjoy the social areas of the college fully.”
2. Students accessing the Learning Support service reflect the diversity of London’s population Number of students identifying as BAME accessing support (47%) is significantly above college average 22%.
3. Learners with disabilities and learning difficulties overcome barriers to learning starting with highly flexible modes of initial assessment (in person, by phone or email as appropriate).
4. In Business Computing good adjustments for disabled learners were made. Large screens were provided for learners with vision difficulties. Specialist keyboards and other input devices were provided for learners with physical disabilities.
5. In Business Computing recruitment of BAME learners at 28% reflects the relevance of the curriculum to diverse communities.
6. In Business Computing the significance of the new daytime programme to older learners was by their numbers -18% of enrolments.
7. Family Learning had very good recruitment of learners from BAME groups - 73.3% of learners were from BAME background.
8. In Classics their target for increased percentage of BAME students met (up 6%)
9. In Classics teachers make reasonable adjustments for learners with disabilities allowing them to succeed. In particular, teachers make adjustments for older learners with ‘hidden disabilities’ such as hearing loss.
10. Learners from BAME backgrounds comprise 43% of students who received financial support.
11. 28% of learners who received financial support disclosed a disability and 19% of students who received financial support disclosed a learning difficulty.
12. Music has high access by students on limited income (32.3% of enrolments were on senior or concession fee), a substantial proportion of BME students (23.3%) and better-than-

average gender balance (34.4% male to 65.5% female), 36.3% of students are 60+ years old (cf college overall 29.8%).

13. In Progress 56% of students are BAME.

Student outcomes	Duty	Responsible	Date	Progress
1. Review impact of online initial assessment by comparing student achievement	2	Initial Ass. Coord	29/2/16	Achieved
2. Progress department to segment student achievement by disability to give more detailed picture of success in that area	2	HoP – Progress	31/10/16	Achieved
3. Digital strategy to support improved student achievement	2	DDM	31/8/16	No data
4. Joint Practice Development projects pairing English and Maths specialists with curriculum teachers to strengthen teachers' confidence in identifying and supporting learner E&M needs	2	HoT&L	31/10/16	Achieved
Other achievements				
<p>1. The Ofsted inspection identified:</p> <ul style="list-style-type: none"> • “The provision for learners who are deaf or who have a hearing loss...is very good. Learners who are deaf develop very good skills in English that enable them to write clear, well-structured, employment focused curriculum vitae.” <p>2. The external quality review in October 2016 identified:</p> <ul style="list-style-type: none"> • “Data collected shows that learners from different backgrounds have an equal chance of succeeding at the college.” <p>3. Learners who received support from Learning Support in 15/16 achieved at the same level or better compared to their cohort, both in accredited and non-accredited courses.</p> <p>4. Achievement rates for those receiving additional support because of a disability are on a par with those without any form of disability. Learners with multiple needs overcome significant barriers to learning and achieve slightly better (94% non-accredited) than their cohort.</p> <p>5. In Family Learning there was excellent achievement of learners from BAME and LDD groups which exceeds overall success rates.- BAME 96.2% and LDD groups 91.7%.</p> <p>6. In Health & Lifestyle overall achievement and retention for learners from BAME backgrounds and for those with disabilities/learning difficulties are excellent. BAME pass rates are 100% and white pass rates 99.9%, both above benchmark.</p> <p>7. In Health & Lifestyle pass rates for the disability/learning difficulty group is 100% with, 99.9% without and 100% not declared, all above benchmark.</p> <p>8. Deaf students are supported in identifying and achieving career goals; 24 deaf adults received careers advice in BSL resulting in 5 job and learning outcomes.</p> <p>9. In Progress BAME students achievement rates are excellent (94%) achievement by level of disability is excellent: mild 88.7% moderate 81.8% complex 88.2%.</p> <p>10. In Sign Language and Lipreading there were significant improvements in achievement rate for learners on BSL accredited courses. L1 is 87% (+15% against national benchmark), L2 is 71.5% (+6% against national benchmark) and L3 is 58% (+13% against national benchmark).</p> <p>11. In Sign Language and Lipreading there were excellent outcomes for learners on Non Accredited Courses. Significant increase in the achievement rate. This increased to 93% in 15/16 from 89% in 14/15.</p> <p>12. In Sign Language and Lipreading there were excellent opportunities for learners to participate in employment. Of those who responded to the destination survey, 33% of students on accredited courses progress to employment, which increased from 24% in 14/15.</p>				
Employment experiences	Duty	Responsible	Date	Progress
1. All salaried staff to receive deaf awareness training	1,2,3	HoSPD	31/7/16	Achieved

2. Complete Prevent training for all staff	1,3	HoSPD	31/7/16	Achieved
3. All new starters to undertake an appropriate induction that includes E&D, Prevent	1,3	HoSPD	31/7/16	Achieved
4. Implement IIP action plan	1,2	OLD Mgr	31/12/16	Partially achieved
Other achievements				
1. Changes to the online recruitment portal reversed the decline in the disclosure rate of equality information from applicants.				

4. Targets for 2017

<p>Leadership and management</p> <ol style="list-style-type: none"> 1. Fine Art – reduce E&D related complaints to 1 2. Raise profile of the Speech Therapy department to increase the number of adults supported 3. Update equality impact assessment guidance 4. Governors’ review of E&D effectiveness 	<p>Responsible</p> <p>HoP AHoP</p> <p>VP Governors</p>	<p>Date</p> <p>31/7/17 31/7/17</p> <p>31/11/17 30/6/17</p>
<p>User accessibility</p> <ol style="list-style-type: none"> 1. Hearing loops to be installed in advice and guidance spaces 2. Install toilet hoist 3. Consider further development of deaf fire alert systems 	<p>Responsible</p> <p>PFM</p> <p>PFM PFM</p>	<p>Date</p> <p>31/12/17</p> <p>31/12/17 31/12/17</p>
<p>Curriculum accessibility</p> <ol style="list-style-type: none"> 1. Develop the effectiveness of learning assistants 2. Review disability exam policies 3. Improved dyslexia screening in place for students on accredited provision 4. Review systems and policies that support students on low incomes (instalments, bursary, learner support fund, financial advice) 5. Music - develop the promotion of E&D 6. Progress – hold focus groups with parents and carers 7. Progress - Improve partnership work with local boroughs and other groups 8. Counselling – Investigate 4% decline in BAME students 9. Digital Art – Maintain BAME and Disability participation benchmarks, increase men on courses by 2% 	<p>Responsible</p> <p>AISS</p> <p>QM AISS</p> <p>AISS</p> <p>HoP HoP</p> <p>HoP</p> <p>HoP</p> <p>HoP</p>	<p>Date</p> <p>31/12/17</p> <p>31/7/17 30/4/17</p> <p>31/7/17</p> <p>31/7/17 31/7/17</p> <p>31/7/17</p> <p>31/7/17</p> <p>31/7/17</p>
<p>Student outcomes</p> <ol style="list-style-type: none"> 1. Contemporary Crafts – Maintain BAME success rate at 98.2% 	<p>Responsible</p> <p>HoP</p>	<p>Date</p> <p>31/7/17</p>
<p>Employment experiences</p> <ol style="list-style-type: none"> 1. Establish an employee assistance programme 	<p>Responsible</p> <p>DoHR</p>	<p>Date</p> <p>1/9/17</p>