



Equality & Diversity Duty Review January 2018

Introduction

This review is published in support of our duties under the Equality Act 2010 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 covers the academic year 2016/17 and 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 2018 in support of the Duty.**

1. How we support the Equality Duty

1.1 What we do

We have a national and international reputation as a leading provider of part-time learning for adults. Established in 1919 we currently offer over 5,000 courses to approximately 27,500 students a year. Our wide range of courses include: visual and performing arts, languages, computing, counselling, health and movement, humanities, deaf education, speech therapy and provision for adults with learning disabilities. We also work with families and communities across London targeting disadvantaged groups including: the homeless, immigrants and refugees, ex-offenders. We are proud that we attract a diverse range of people such as the over 50s, adults with mental health or learning difficulties, professionals, and those with specialist needs such as Deaf people or people who stammer. We are legally a further education college; however we also have charitable status.

Since 2016 our purpose has been *Bringing people together to enrich lives through learning* with the following strategic goals:

- Placing the student 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 (advancing equality of opportunity and fostering good relations) are at the heart of our purpose operations. The second strategic objective places emphasis on our work with communities – both geographic and social. Our social communities include groups that share protected characteristics. This is expanded in the section *Areas of Operation (1.2)*.

Staff who work at City Lit are committed to improving the lives of others. We are a charity and our sole motivation is providing lifelong learning that is accessible to and impactful for all. City Lit is inclusive.

As a college, we:

- Operate on a personal level where community matters. We believe that there are significant social and mental wellbeing benefits by bringing students together so they can interact with each other and their tutor.
- Foster personal growth, independence and creativity that enables people to recognise and fulfil their potential.
- Open up new opportunities in education and employment and aim to provide the highest quality education and learning experience.
- Are committed to maximising social impact by providing learning opportunities for those who are disadvantaged due to physical ability, mental health or poverty.

A particular strength of City Lit is the wider benefit students gain in terms of their social, mental, physical, creative and intellectual fulfilment. We excel at developing students' self-confidence and understanding of their potential to be successful.

In 2016/17 (the academic year reviewed here) students who declared a disability or a learning difficulty, but had not requested support on non-accredited programmes, achieved at the same level compared to those without a declared disability. Whilst the achievement gap on accredited courses for students in the same group has narrowed from 13% in the previous year to 7%, it is still too wide and will remain a focus for improvement in 2018.

1.2 Our areas of operation

We run programmes that have a direct impact on our equality duties.

Community Outreach

Our Community Outreach provision advances equality of opportunity between people who share a protected characteristic and people who do not share it. Working in partnership with 2 London Boroughs and with over 30 community organisations we deliver family learning and care courses.

❖ Family learning

The majority of courses in Family Learning advance equality of opportunity for people with protected characteristics by meeting the needs of disadvantaged students to return to learning *and* to support them to progress to further training leading to employment.

Provision in the London Borough of Camden is 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. We do not expressly target BAME families; however, the correlation between BAME ethnicities and multiple deprivations - our primary target - means that, by default, we attract a high number of BAME students. Over 50% of students in this area are from Black and Minority Ethnic (BAME) groups.

Provision in the Royal Borough of Greenwich focuses on 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.

❖ Care courses

A range of Health and Social Care and Childcare courses advance equality of opportunity for people with protected characteristics. We deliver courses aimed at students 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 students 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, Maths and ESOL

Courses in English and Maths advance equality of opportunity between people who share a protected characteristic and people who do not share it and also support the fostering of good relations between people who share a protected characteristic and those who do not. The profile of students is 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. Over 70% of students are BAME and over 75% are female. Many have returned to learning after a significant break, having previously had a poor experience of education or having learning difficulties or disabilities are able to develop employability skills. Within English, maths and ESOL, 28% of courses are accredited and range from pre-entry to level 2, offering clear qualification focused progression pathways from functional skills to GCSE English and maths; this advances equality of opportunity.

Working with the London Borough of Camden we also delivered ESOL courses for Syrian refugees, helping them to gain skills and integrate.

Deaf education

Our range of courses advance equality of opportunity between people who share a protected characteristic and people who do not share it and also support the fostering of good relations

between people who share a protected characteristic and those who do not. By providing educational and employment opportunities that enable deaf and deafened to play a full part in society.

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

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

Courses for adults with learning difficulties and disabilities

Our Progress department offers a discrete programme of non-accredited courses for adults with learning difficulties and disabilities (LDD) that advance equality of opportunity between people who share a protected characteristic and people who do not share it, allowing students to develop important independence and advocacy skills. Working with partner organisations we have strengths in visual arts, music and drama and are well-known and respected by. We challenge perceptions of what people with learning disabilities can achieve and provide a positive image of what is possible to others. Our Progress students are fully integrated in the college, with provision taking place in our main building and Progress students performing at key City Lit and external events. This fosters good relations between people who share a protected characteristic and those who do not.

Over 50% of our students in this area are BAME, illustrating that we also support people with multiple protected characteristics.

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 that advances equality of opportunity between people who share a protected characteristic and people who do not share it. Our courses enable powerful, life-changing benefits for students 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 students benefit significantly from the opportunity to learn within a supportive and caring atmosphere.

Our provision supports:

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

Other provision that supports the Equality Duty

The majority of our provision is open access, mixed ability courses, meaning people from all walks of life mix, learn and socialise together, fostering good relations between people who share a protected characteristic and people who do not share it.

All of our programme areas attract older students – 28% 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. The benefits of learning for an ageing population are invaluable. Our courses provide intellectual stimulation and real opportunities to continue being an active member of society, such as volunteering, taking part in group activities and socialising. This advances equality of opportunity between people who share a protected characteristic and people who do not share it

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

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

1.3 Supporting disadvantaged students to participate and achieve

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

- students 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 students we have an onsite team of British Sign Language interpreters and communication support workers
- many students have multiple learning needs and benefit hugely from a wide range of specialist additional learning support.

1.4 Partnerships and 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. Many of these events are undertaken in partnership with other organisations and charities; examples include:

- 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.
- Our 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.
- Partnerships with the Royal Academy of Music and Baked Bean Theatre Company provide unique opportunities for our students with learning disabilities to produce original compositions and performances.

Our partnership work with businesses and organisations also advances equality of opportunity between people who share a protected characteristic and people who do not share it, examples include:

- strong partnerships ensure students 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).
- The Business & Technology department provided expert advice on the skills most valuable to employers to homeless charity Crisis when they revamped their ICT curriculum at their Skylight Centre.
- The Syrian Refugees partnership project (with Camden Council) provided ESOL training to newly settled families in that borough.
- Partnerships with a range of employers and professional networks to deliver specialist training including the Metropolitan Police, British Stammering Association, Veolia, Lexington, Employers Stammering Network, Transport for London and Regular Cleaning.

1.5 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 students.
- promote British values appropriately.
- support equality of outcomes for students, irrespective of any protected characteristic, which is supported by our data.

1.6 Our financial model

We operate a successful cross subsidy model that allows a very diverse student body to study here. Our cross subsidised business model gives people access to a second or further chance at education, including those who struggle to afford fees. Students can also access an outstanding range of courses, which attracts people from across London to unite in a shared passion or curiosity. In this way City Lit is a hub that builds social cohesion and celebrates the diversity of London life; ensuring that those who are at a disadvantage when it comes to accessing educational opportunities can participate in learning and benefit fully. Just over half of our income is received through fees, which, along with ESFA funding, can then be used to support:

- specialist and socially valuable courses, such as those run with families or challenging groups and regeneration projects, all in local communities across London.
- non-geographic communities including people with learning difficulties and disabilities, ESOL students, deaf students, people who stammer.
- reduced concessionary fees on 80% of our courses. Our concession policy is more generous than the ESFA's, and this reduction in potential fee income is cross-subsidised internally by our higher fee yielding provision.
- 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 their wellbeing through learning and staying active. We subsidise our senior fees despite having no legal obligation to do so.
- the transfer of a proportion of any surplus each year into our bursary, supporting disadvantaged students who cannot afford course fees. The bursary scheme is also funded by donations. In the last academic year 247 City Lit bursaries were awarded totalling £48,000. 90% of those students told us the City Lit bursary has helped them progress.

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.

Our student advice service and bursary is managed as a part of our student experience team, ensuring that the elimination of disadvantage is integral to the service and support offered.

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 2017 - targets set and other achievements

| | Duty | Responsible | Progress |
|--|-------------|---|--|
| Leadership and management 1. Fine Art – reduce E&D related complaints to 1 or fewer 2. Raise profile of the Speech Therapy department to increase the number of adults supported | | HoP AHoP | Achieved Achieved |
| User accessibility 1. Hearing loops to be installed in advice and guidance spaces 2. Install toilet hoist 3. Consider further development of deaf fire alert systems | | PFM PFM PFM | Achieved Not achieved Achieved |
| Curriculum accessibility 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, student 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% 10. Progress – increase student bursary uptake | | AISS QM AISS Student Support HoP HoP HoP HoP HoP HoP | Achieved Partially achieved Achieved Achieved Achieved Achieved Partially achieved Achieved Partially achieved Achieved |
| Student outcomes 1. Contemporary Crafts – Maintain BAME success rate at 98.2% | | HoP | Achieved |
| Employment experiences 1. Establish an employee assistance programme | | DoHR | Achieved |

4. Target for 2018

| Overarching goal | SMART actions | Lead | Achieve | Impact |
|---|---|-----------------------|-----------|---|
| Improve overall achievement for students with disabilities on accredited courses and ensure all teachers are able to work inclusively with learning support assistants. | Analyse current and historical data to identify specific courses where students with disabilities are not achieving as well as those without disabilities. | Ass Principal Quality | July 2018 | <ul style="list-style-type: none"> • Achievement rates for disabled students on accredited courses is at least the same as that of people without disabilities. • Learning assistants and tutors work more effectively as a team to promote autonomy and enable disabled students to achieve. |
| | Improve induction processes and provide targeted support for teachers to ensure needs of students with disabilities are identified early and in-class and additional support is in place. | Head of AISS | July 2018 | |
| | Improve induction and training for learning support assistants and tutors to ensure disabled students achieve. | Head of AISS | Dec 2018 | |