

# ANNUAL EQUALITY, DIVERSITY & INCLUSION REPORT 2018-19



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# INTRODUCTION



Welcome to the annual Equality, Diversity and Inclusion Report 2018-19 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.

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 provides a snapshot of the extensive work and commitment that takes place across the Group. I hope the information provided may also allow you to make a positive judgement

on 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 is a family of three exceptional and widely recognised Colleges - City and Islington (Candi), Westminster Kingsway (WKC), the College of Haringey, Enfield and North East London (CONEL). The Group also includes our bespoke training provider for employers and apprenticeships, Capital City College Training (CCCT). With a combined enrolment of approximately 31,000 students and an income of £113.6m, the Group is the largest Further Education provider in London.

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 Higher Education (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.

Each College is 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 attract 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 4 stunning centres across Camden and Westminster. It offers a huge array of academic and vocational courses for 16-18 year olds and adult learners A Levels, BTECs, Apprenticeships, Foundation Degrees, Higher Education degrees, employability and short course. In 2018-19, it enrolled approximately 7,300 students.

Westminster Kingsway is also an award-winning provider of hospitality and culinary art 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 To find out more visit WestKing's website: [westking.ac.uk](http://westking.ac.uk)



## CITY AND ISLINGTON COLLEGE

Located in the London Borough of Islington, City and Islington College (Candi) has five centres in North London. It offers a wide range of options including London's largest provision of A Levels at its dedicated Sixth Form Centre, a wide range of vocational courses in Science, Arts, Business and Health Care, Access to HE and professional qualifications. 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 18/19, it enrolled approximately 8,000 students.

Each of the five centres are a learning community of students and staff focused on courses and qualifications within a particular specialism, with the focus that courses are designed with clear lines of sight to university or into work. To find out more visit City and Islington's website: [candi.ac.uk](http://candi.ac.uk)



CITY AND ISLINGTON COLLEGE

## COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON

With two centres in London - Enfield and Tottenham- The College of Haringey, Enfield and North East London (CONEL) offers a wide range of programme. These include pre/full apprenticeships, a Higher Education provision, and over 300 vocational course across many different subjects to give students the skills, knowledge and experience they need to succeed at work or university. CONEL enrolled approximately 14,000 enrolled students in 2018-19.

CONEL is one of London's top Further Education colleges for success rates and student course satisfaction. It also offers a selection of fast, easy and free courses to encourage people in Haringey and Enfield into employment, in response to Tottenham MP David Lammy's campaign to increase opportunities for adult education. To find out more visit CONEL's website: [conel.ac.uk](http://conel.ac.uk).



The College of Haringey, Enfield and North East London

## CAPITAL CITY COLLEGE TRAINING

Located at the Regent's Park Centre, the Group's apprenticeship provision is centralised in the operation of Capital City College Training (CCCT). Its purpose is to provide a workforce equipped for today's opportunities through apprenticeships, continual professional development (CPD) courses and bespoke 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.

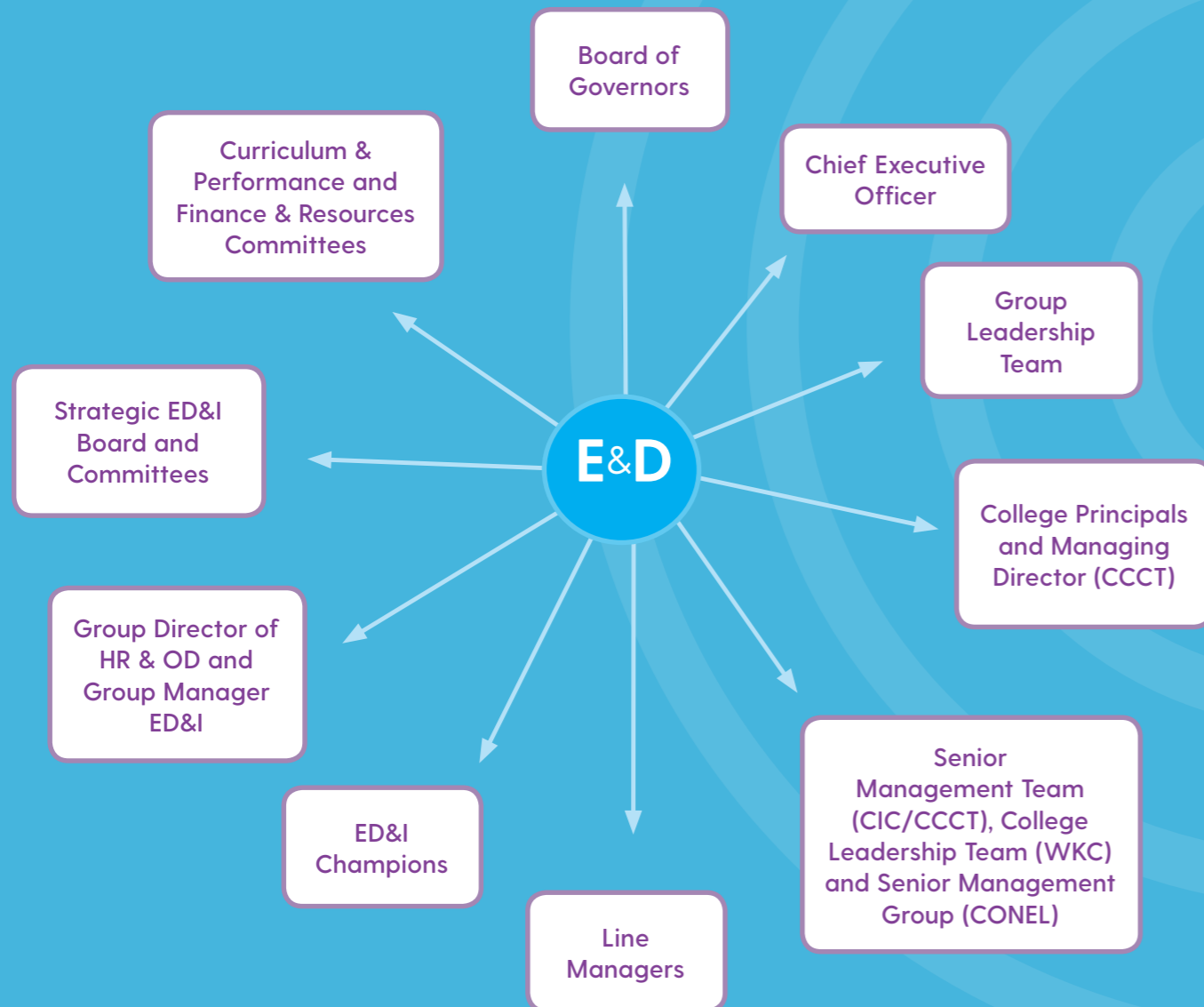
CCCT works with employers to design programmes which are uniquely relevant and responsive to labour market needs, and delivers high-quality training solutions for businesses, designed to meet the needs of employers looking to improve their workforce.

CCCT is the largest provider of apprenticeships in London, with approximately 1,700 Apprenticeships enrolled in 2018-19. To find out more visit CCCT's website: [capitalcct.ac.uk](http://capitalcct.ac.uk).



# 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.

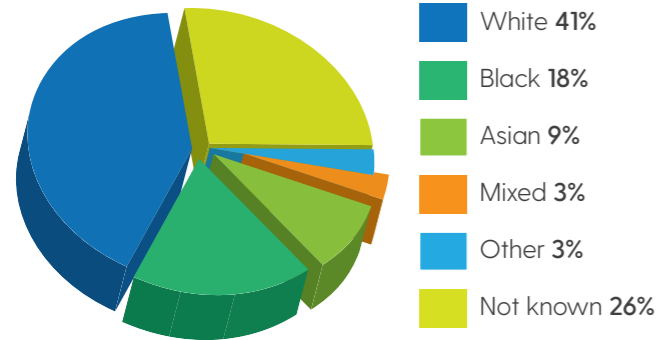
We have researched sources against which to measure our progress in equality, diversity and inclusion so to ensure we benchmark ourselves against diversity trends and developments in the Sector and beyond.

## DIVERSITY PROFILE – STAFF AND STUDENTS

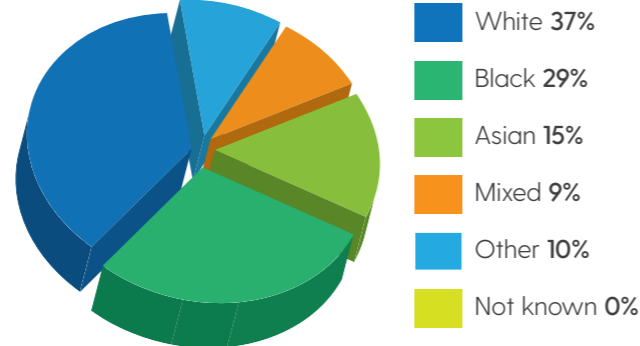
During the academic year 2018-19 the Group employed 1,487 staff on full-time contracts and 781 on part-time hourly contracts. At the same time, within the Group approximately 31,000 full-time and part-time students were enrolled.

## ETHNICITY

STAFF ETHNICITY



STUDENT ETHNICITY



The total proportion of staff employed from a BAME background (Black, Asian or Mixed) is at 30% (685). Within the context of the London figure for the BAME population being 42%, the overall number of BAME staff employed at the Group remains encouraging.

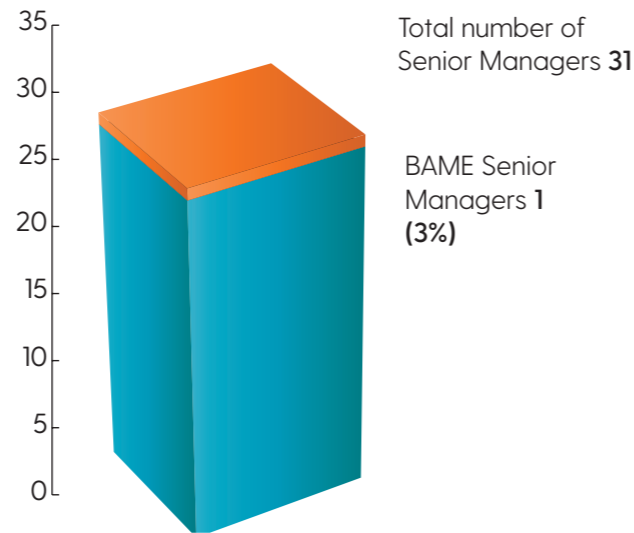
the BAME level of representation drops significantly to 3% (1 staff). Thus there remains the continued challenge to improve the recruitment levels and promotional opportunities for BAME staff who are under-represented at the highest managerial levels within the Group.



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 26% (581 staff). The actions outlined in the Strategic Equality Objectives for 2017-2020 are aimed to improve the level of staff self-disclosure in regards to this area.
- **BAME representation at management level:** Overall staff of BAME heritage account for 26% (45 staff) of all Managers. Further analysis shows the level of representation at the academic level being 32% (33 staff) and the management (support) level at 33% (12 staff). Both levels of representation are good in light of the overall BAME figure within the Group. It is at the Senior Management level (Deputy Director and above)

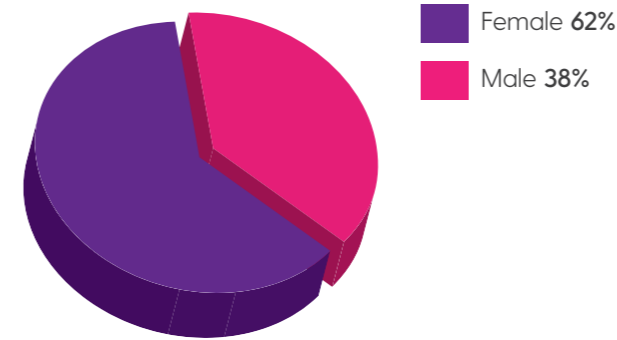
CCCG SENIOR MANAGERS' ETHNICITY PROFILE



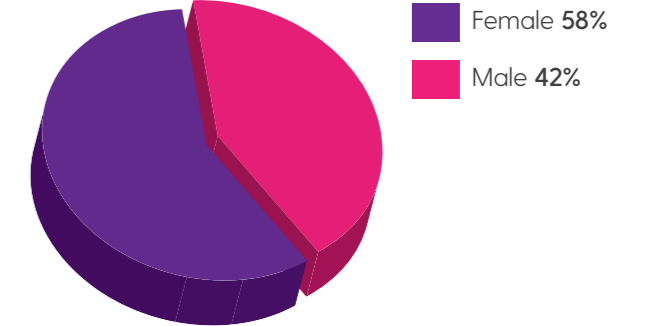
The proportion of students from a BAME background (Black, Asian or Mixed) is at 53% (16,400) – largely consistent with last year. The curriculum areas and respective Centres are aware of the staff and student profile and in line with Group procedures take steps to ensure that best practice is followed not only at enrolment, but in the recruitment and selection process, and also in supporting the development of BAME staff within the Group.

## GENDER

STAFF GENDER



STUDENT GENDER



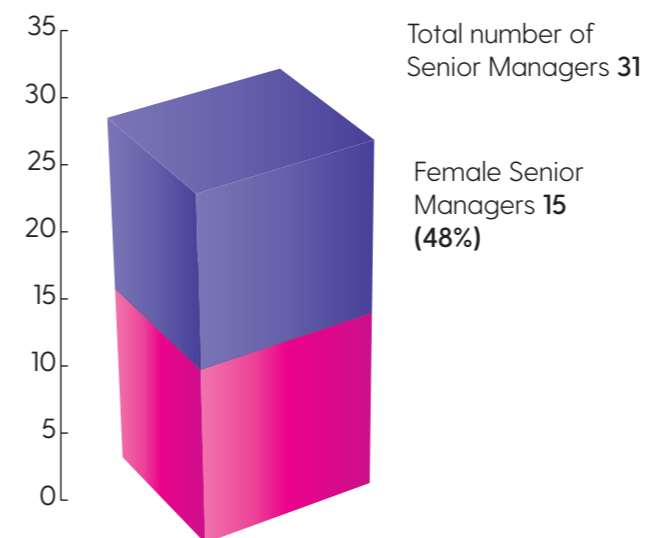
The overall staff gender ratio is 62% female (1,413 staff) to male 38% (855 staff). In comparison this reveals that the Group gender profile is in line with the FE sector norm of 61% female and 39% male. Female students make up 58% of the Group's student population\*, compared to 42% male.

to improve the level of representation through, for example, non-traditional advertising platforms such as LinkedIn, use of gender decoder software for adverts and job descriptions and different types of competency assessments.

While female staff account for 62% (1413 staff), they account for 48% (82) of all managers. Further analysis shows the level of representation at the academic level being 50% (52 staff) and the management (support) level at 42% (15 staff). Thus at each level of management, the representation for female staff is below their number within the Group. At the senior management level (Deputy Director and above) the level of female representation is 48% (15 staff).

- To further develop and pilot the Succession Planning Framework that includes in the criteria gender, ethnicity, age and disability.
- To monitor the diversity profile of staff selected for Management Development Programmes such as Achieving Results Through People and Aspirational Manager and to use these as opportunities for Positive Action.
- Further promote coaching to support the career development of staff who are under-represented.
- The roll out of the 'Unconscious Bias' Workshop to all Group staff involved in the recruitment and selection process.

CCCG SENIOR MANAGERS' GENDER PROFILE



The commitment to improve 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:

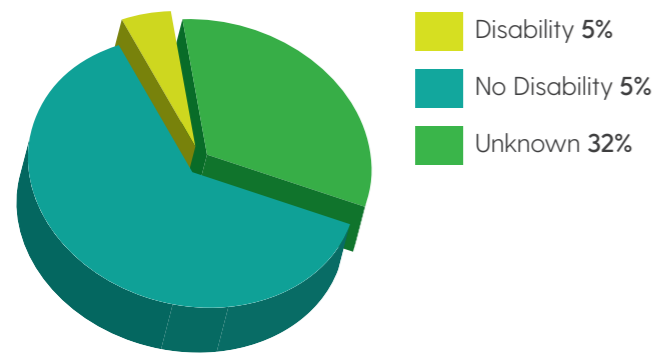
- Identifying further areas of under-representation for BAME/females by contract type, Centre/site and service and to select an area(s) to pilot potential strategies

\* FE workforce data for England – SIR records 2017-8

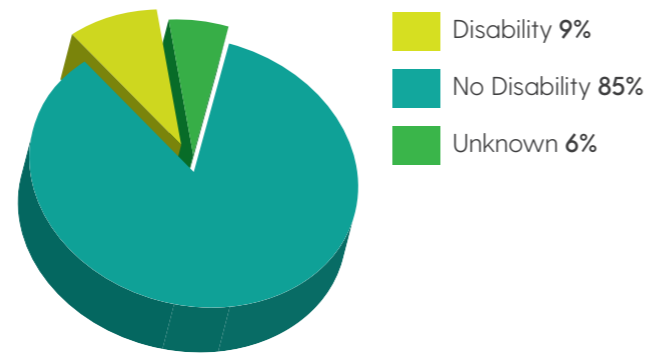


## DISABILITY

STAFF DISABILITY



STUDENT 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 32% (up from 26%), considerably above the 4% for the FE sector and just above the 23% for the general working population. Some notable points in the variation for contract types include:

Within the updated Strategic Equality and Inclusion Objectives for 2017-2020 the Group remains committed to improving the level of staff disclosure for all of the protected characteristics such as disability, through targeted interventions, such as repeating the 'Why are we asking' campaign and HR Business Partners working with their respective Colleges to support a targeted approach.

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

- Consult with staff who have a disability on their perception of issues, barriers or concerns
- Support employees to manage their disabilities or health conditions
- Ensure 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 shows no significant percentages changes over the last two years.

The proportion of students with a disability is at 9% (2,800) and for those with a learning difficulty at 7% (2,888). 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).



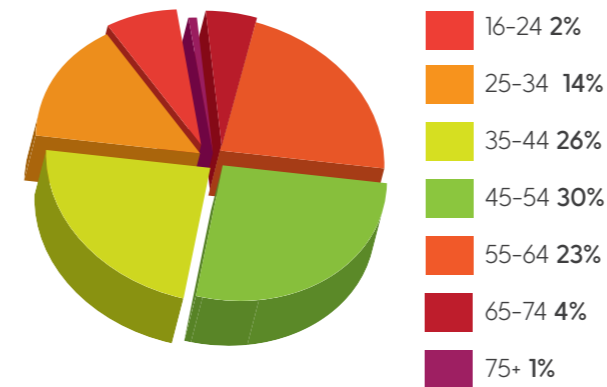
The College successfully opened two sites in 2015-16 – one in Westminster and one in Camden - to provide a transition for students not yet ready for a college environment but wanting a vocational curriculum. The Kennet West Skills Centre meets the need of those transitioning from school, while for student 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 31](#).

## AGE

STAFF AGE

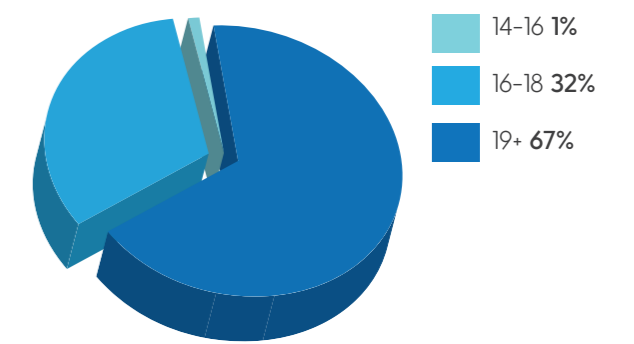


The highest proportion of staff remain in age group 45-54 at 27% (622 staff). This reflects the FE national average of 29% for age group 45-54. Thereafter the main age groups are 55-64 at 22% (510 staff) and 35-44 at 23% (514 staff). The Groups age profile means overall there is a good balance in the proportional representation between the main age groups. The data also shows the Group does have a high proportion of staff at aged 55 and over 26% (616), while the proportion of age group 16-24 currently stands at 7% (167 staff).

An identified approach within the HR Strategy is to look at succession planning to help anticipate the implications of the age profile for key posts and to future proof the Group in terms of talent, experience and knowledge drain.

The age profile for student intake shows students age 16-18 accounting for 32% (10,100) of the intake, and aged 19+ at 67% (21,000) for the academic year 18-19. These figures

STUDENT AGE



show a slight change from the previous year, with the respective figures of 38% and 52%.



## GENDER PAY

In 2016 the Government brought in new regulations which requires all employers with 250 or more employees in the private and voluntary sectors in England and Wales, and all public bodies in England with 250 or more employees, to collect and analyse their pay data as it stands in a 'snapshot' date. The information that follows is based on our 'snapshot date' of 31 March 2018. This is the first report that Capital City College Group (CCCG) published following the merger with the College of Haringey, Enfield and North London (CONEL) and the TUPE transfer of their staff on 1 November 2017.

In summary the median gender pay gap for the Group is 11.5% in favour of men. The results are very positive particularly when compared to the UK national median pay gap for men and women is an average of 17.9% and the national average for the education sector of 10%.\* Further details on the Group's Gender Pay data can be accessed here: [CCCG Gender Pay Data](#)

As of 31 August 2019, the Group's overall median basic salary in 2018-19 based on all staff (except hourly paid lecturers) was £31, 291 - including London weighting. This is approximately 9 % higher than the FE average (£28,300)\*\* in England, and approximately 7% higher than the total UK workforce average (£29,009)\*. 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 – on average - 9% more than females, while the pay gap between female and male Business Support Staff is 6%.

It is important to note that research indicates\*\* that this gap could be explained by factors other than gender, including occupational categories and contract type.

## Salaries including London Weighting

	ALL STAFF (£)	MALE (£)	FEMALE (£)
ALL STAFF	31,292	36,707	£33,384
MANAGERS (EXCL GLT)	48,043	52,780	50,429
BUSINESS SUPPORT	26,319	29,104	27,226

\* Office for National Statistics Annual Survey of Hours and Earnings 2018  
 \*\* EFT FE workforce data for England – SIR records 2017-18

For the newly formed Group, a Gender Pay analysis has been undertaken by an external specialist. The results have been 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 2018 to 31 August 2019 there were 247 cases of grievance, disciplinary and employment tribunals, of which 8 were still open when the monitoring period closed. Of these 121 were formal and 126 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 247 cases only 20 staff had declared that they had a disability, which account for 8% of all cases. In contrast staff with a disability make up 5% of the Group workforce.

One explanation for this slight over representation is that, 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 aim to ensure that the information on the disability status of employees is updated as part of an exercise to increase the overall details on protected characteristics of all staff. 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.



Some key actions include:

- the review of pay structures to simplify our approach and, where possible, align the pay rates across the different colleges
- where differences relate to terms and conditions a phased approach is to be taken to review terms and adopt a consistent approach across the Group
- developing pay-related policies to ensure that they are fairly and consistently applied across the Group.

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. 38% against a Group profile of 30%. 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.

HR will continue to closely monitor the diversity data around casework to determine if any potential patterns emerge.

## Student Complaints & Disciplinary

Each College records the complaints received from students and also the cases which relate to inappropriate student behaviour. The analysis of both areas include the diversity of students in regards to age, ethnicity, gender profile and disability. Data for 2018-19 shows that there is no disproportionate representation in the student diversity profile of significant complaints made or disciplinarys carried out.

## RECRUITMENT AND DIVERSITY

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

The Group recognises that monitoring is a key system to assess progress in equality and the Group has extended its diversity monitoring to request details from current and prospective staff on the non-traditional protected characteristics of sexual orientation, religion & 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 23% (516). The level of declaration from staff who are LGBT stands at 1% (18). 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 77% (1,734) up 8%.

The two main religious beliefs identified are Christianity at 22% (490 staff), followed by those of the Islamic faith at 6% (134). The level of 'not stated/specified' for religion and belief stands at 53% (1,188 staff).

There is no comparable FE data on staff regarding the protected characteristics of sexual orientation, religion and belief, and transgender. This reflects the challenge that FE like many other organisations face 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. In support of the 'Why are we asking campaign' HR will continue to lead the promotional campaign to increase the level of self-declaration through supporting managers and staff to understand how such data can continue to help the Group to create an inclusive environment and to meet their needs.



For students, the collection of the non-traditional protected characteristics of sexual orientation, religion and belief, and transgender are acknowledged as sensitive areas. In particular requesting information from students on their sexual orientation 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 bi-annual 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. The 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 2019-20 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 2018-19, 122 staff left the Group. The latest statistics reflect the expected movement such as the 50% (61 staff) who resigned; and the 22% (27 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 and Learning Support Staff at 46% (55 staff)
- Significant number of leavers were age ranges 45-54 (28 staff) and 55-64 (37 Staff) accounting for 58% of all leavers.

## EQUALITY IMPACT ANALYSIS

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' (see 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. The Group have also added the characteristic of socio-economic circumstances as part of the analysis.

In 2018-19, Equality Impact Analysis were completed for a wide range of Group and College policies including those for Student Complaints, Mental Health, Multi-Faith Prayer Rooms, Financial Regulations, Staff Code of Conduct, E-Safety, Performance and Quality and Higher Education Procedures.

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.



# THE PROGRESS WE HAVE MADE



## STRATEGIC EQUALITY DIVERSITY & INCLUSION OBJECTIVES 2017-20

One of the key measures achieved for 2018-19 has been to review and develop further the Strategic Equality Diversity and Inclusion objectives to reflect the partnership between Westminster Kingsway, Capital City College Training, City and Islington College and CONEL.

Equality objectives are an essential requirement of the Equality Act (See Appendix 1) and exist to address the 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.

This section outlines key themes, the strategic objectives set, and evidence of completion over the last 12 months.



## PART 1: CCCG EQUALITY, DIVERSITY & INCLUSION OBJECTIVES 2017-20

### THEME A: 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 continued development of a Group wide Equality and Diversity Achievement Dashboard.
- Development of a common and integrated approach to reporting on achievement by diversity through the Self-Assessment Review (SAR) process.

### THEME B: Training

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

- A matrix created of central learning and development activities to support the themes of equality, mental health and Prevent.
- A range of equality, diversity and inclusion workshops provided by each College to improve the support for students.

### THEME C: Teaching, Learning and Assessment

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

- Use of the Pro-Monitor system to collect the level of participation by protected characteristics in enrichment activities, with the reports generated and analysed to identify participation trends by diversity and to introduce new activities to encourage participation by under-represented groups.
- Schemes of Work for curriculum lessons, tutorials sessions and enrichment calendars which reflect equality and diversity themed activities or events.

### THEME D: 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:

- Consultation with and to work with students including those of LGBT+ status to create guidance documents to support Transgender Students and College Staff.
- Targeted training for identified staff groups to provide informed support to transgender students.

### THEME E: Staff Disclosure

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

- Devised and implement a 'Why are we asking' campaign? to provide an opportunity for staff to disclose their protected characteristics.
- Renewed our Level 1 of the Employers 'A Disability Confident Committed' award.

### THEME F: 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:

- Piloted a Succession Planning Framework that included the Age, Gender, Ethnicity and Disability.
- Updated the Recruitment & Selection training module and introduced a section on unconscious bias.

### THEME G: 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:

- Undertook a gender pay analysis and the results have been used to create a Group wide action plan to address any pay inequalities.
- Identified both Group and College policies, that require an Equality Impact Analysis (EIA) and appropriate support provided for managers to complete an EIA.

### THEME H: Employer led training

**OBJECTIVE:** Review the embedding of equality diversity and inclusion within the delivery, assessment and promotion of employer lead training within CCCT. Examples include:

- Reviewed and updated an Action Plan designed to support staff in their approach to and raise awareness of ED&I amongst learners, employers and training providers.
- Amended the Equality Diversity & Inclusion checklist introduced for Teachers and Assessors.

**The objectives and planned actions are reviewed each year by the Strategic Equality, Diversity and Inclusion Strategy Board, which is led by the Group Director of Human Resources and Organisational Development.**

## ANNUAL EQUALITY DIVERSITY & INCLUSION (ED&I) REPORTS 2017-18

Another achievement was to ensure equality information was published for the newly created Group that included CONEL who joined in November 2017. Published by the statutory deadline of 31 January 2018, the Annual Report ED&I 17-18 gave the yearly progress made on how equality, diversity and inclusion continued to be effectively integrated and embedded into the culture and operation across the Group.

Creating the Annual ED&I Report and Strategic ED&I objectives, ensure the Group met the two specific Public duties of the 2010 Equality Act.



[See the 17-18 CCCG Annual ED&I Report by clicking here](#)

## WELLBEING

The Group aims to cultivate an environment which advocates and actively promotes a healthier, happier and more secure workplace. This includes supporting staff to improve their physical health, mental and emotional wellbeing. This commitment helps the Group to have an inclusive working environment and to be supportive to those members of staff who may have a recognised or hidden disability.

In year achievements include:

- 'Foundation' level of the Mayor of London's Healthy Workplace Award for the CCCG Wellbeing strategy and commitment to the wellbeing of our teams.

- Launched a digital wellbeing platform with online resources, perks and discounts and access to a range of physical, emotional and mental health support services. There is also extra resources to support managers to help their teams.
- Partnered with Able Futures to provide up to 9 months mental health support for those who may need it.
- A calendar of wellbeing events which includes yoga, mindfulness and guided meditation.

"I have been inspired to take up positive thinking after being part of this session" - Feedback participants Mindfulness session

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



part of the build up to an on-site assessment. Led by the Group Manager, Equality, Diversity Inclusion supported by the College based UKIED champions, and this team were instrumental in the preparation and co-ordination of the evidence needed.

Following an assessment by the UKIED in June 2018, CCCG was awarded the Gold level. This prestigious award reflects how well within each College and across the Group, Equality Diversity and Inclusion continues to be a strength and is firmly embedded in a consistent and robust manner in the core functions/services of the Group. The recognition by the UKIED is made more significant by the fact that only 10% of UKIED members have achieved the gold award.

Work will continue throughout the year on the recommendations received from the UKIED so that the Group can continue to strengthen the General Public Duty, advancing the commitment to Equality Diversity and Inclusion.

Work took place throughout year to meet the feedback from the UKIED who undertook three monitoring visit as

## 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 bi-annual Learner Satisfaction Surveys (Teaching and Learning), an induction survey for new students, an exit survey for leavers, suggestion slips, bespoke surveys such as Have Your Say, 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
- Bespoke Training for Student Governor
- 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 attending the micro teaching session used for prospective teaching staff

- Popular publications such as Westminster Kingsway College Student News and the City and Islington Supported Learning Newsletter
- The cross college ESOL online Journal with contributions from students and staff from Conel and Westminster Kingsway College.



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.

**“Being a student rep and attending the meetings I see how students can make a difference to the college”.** CONEL Enrichment SAR 2019

## ACHIEVEMENT RATES BY DIVERSITY 2018-19: 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 resulted in an overall Group achievement rate of 84.7%.

Underpinning this achievement is the continued good performance of the largest student ethnicity groups:

### Achievement Rates

	2016/7	2017/8	2018/19
WHITE	87.2%	88.2%	86.5%
BLACK	84.7%	85.1%	84.2%
OTHER	85%	84.8%	83.8%
ASIAN	87.3%	86.1%	83.5%
MIXED	83.5%	82.7%	82.5%

The Group recognises that improving the achievement rates for students is an on-going process. The key actions to support this are:

- the analysis of results by teams within the curriculum
- agreement on what needs to be done next such as setting challenging targets and monitoring learners progress against starting points
- the updating and monitoring of local Quality Improvement Plans.
- All the above 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 Manager Equality Diversity and Inclusion and the curriculum areas, the Group will continue to identify and implement initiatives to support the improvement in the rate of achievement between different groups of students
- help identified groups of students to achieve as a minimum the achievement average for the Group.

## PART 2: 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 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 will 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:

“Excellent examples of ED&I this academic year included The Tate exchanged project, which explored people migration around the world. Performing arts produced a performance exploring British culture and patriotism. Our summer music festival performed music from around the world. Student Performance ‘The Suicide’ explored social issues around marginalised communities and internet use on what is a life worth”. CBAT Creative Arts SAR



“Equality and Diversity is a strong and key feature of lesson planning and delivery, offering students the opportunity to enrich their understanding of cultural diversity and the context of the multilingual society they live in. Topics such as secularisation in Turkey and France, immigration and integration in Europe, colonisation, journalistic censorship, the rise of the extreme right in France, Islamophobia .....form the core content of the department’s teaching, enhance student understanding and challenge their conceptions of the world they live in”. Sixth Form Centre Modern Foreign Language SAR.

“A determined focus on equality and diversity has seen a range of subjects covered in class discussions about inequality, BAME and equal opportunities. Students have

been encouraged to read material on ‘kick[ing] racism out of football’, social inequality, Islamophobia, gender roles and gender bias, misogyny, abusive and healthy relationships and consent”. WKC English SAR

“Good embedding of ED&I within all curriculum but particularly within GCSE English where key themes have been linked through Schemes of Learning and lesson plans. Good promotion of protected characteristics ....including key themed months such as Black History, Women’s and LGBTQ has allowed for greater awareness in the student cohort and members of these communities to grow in confidence and be an active member of the student community.” WKC English & Math

“Teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying through discussions in lessons and progress reviews. Tutors effectively use workplace scenarios and discussion such as workplace discrimination in the workplace.” CCCT Franchise Partner: Learn Plus Us

“There is good promotion of equality and diversity in teaching and learning, with the learners themselves often used as a resource to promote inclusion and diversity. Staff graded lesson observations and PPVs demonstrate that resources, schemes of work and lesson planning incorporate ED&I and British Values, and that naturally occurring opportunities are maximised. There is good evidence of appropriate challenge of learner behaviour which does not reflect these values”. CONEL: Skills for Life SAR

“Equality and Diversity is promoted well throughout teaching, learning, assessment and a comprehensive enrichment programme. The curriculum embeds ethical values and personal and social issues through a variety of team building and problem-solving activities.” CONEL Computer & Creative Industries SAR

**“Where E&D was commented on, it was a strength in 86% of lessons observed.”**  
Lesson Observation report 2018.

## SUPPORT SERVICES

### Learning Resource Centres (LRC) and Library Services (LS)



All Colleges offer excellent support to students and staff through their respective Learning Resources Centres (LRC) and Library Services (LS). The libraries provide outstanding wide-reaching support for students and staff. Curriculum liaison is excellent with library staff working closely with curriculum teams and centre management to deliver targeted support which meets students' needs, develops their skills and supports them to progress and achieve.

Learning Resources Centres (LRC) and Library Services (LS), 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.

#### Throughout the year students across the Group experienced a number of key activities. Examples of these 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. Induction includes initial access to the college network and information about IT systems, supporting the work of the IT department. This support continues throughout the year as libraries are the contact point for students who have IT issues, acting as liaison on their behalf as they cannot access the ICT Helpdesk.
- A range of workshops, covering a variety of topics including e-books, referencing and bibliography, study and research skills. The sessions are tailored to the students' level.
- The libraries also provide assignment-specific sessions, developing students' knowledge and use of resources and information that is relevant to their curriculum.
- Outstanding support provided by the staff including homework sessions, conversation and literacy groups,

and the Reading Ahead programme, provided in partnership with the Reading Agency which is key to developing students' literacy skills. This year, the library services at CONEL obtained the Reading Ahead – Gold award.

- 24/7 access to resources and face to face support for individuals and groups, helps students to become independent and successful learners.
- The libraries have an excellent understanding of their centre's provision and the programme of activities is targeted to meet Personal Development Behaviours and Welfare. All Libraries promoted and participated in a range of enrichment events such as:
  - Black History Month: a display was created which told the story of how the month was established and promoted prominent books such as *They Can't Kill Us All: The Story of Black Lives Matter*.

### Black History Month



**Reggae 1960s Jamaica**

\* It is a musical style born in Jamaica that has become very much the music of the Jamaican diaspora.

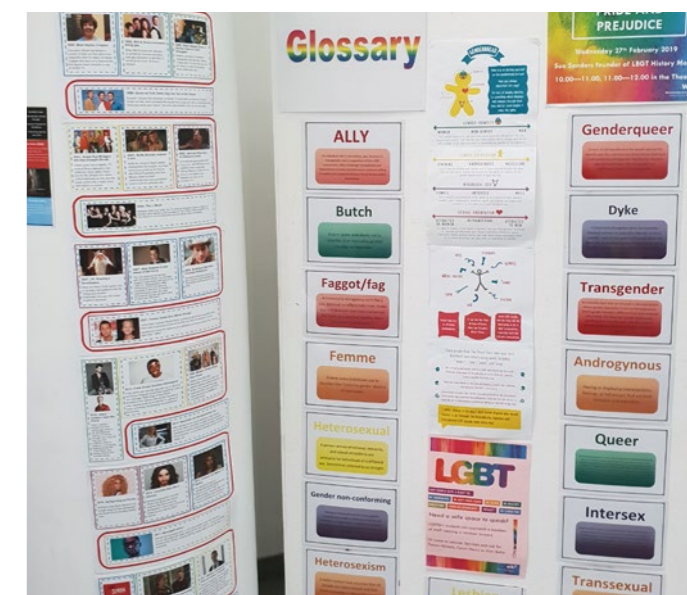
\* It originated from a mixture of traditional Jamaican folk music and elements of Jazz and Blues. By the early 1970s the rhythm had become popular also in the UK with figures like the iconic Bob Marley. The music style since then has become hugely commercially successful, spreading throughout the world and crossing race barriers - UB40, a white British group is one of the most famous exponent of the style. Some critics believe that with huge global success Reggae has lost some of its roots and the politically charged lyrics of its beginnings

- Mental Health Week: a range of information including a display to raise awareness of mental health and the support available at the college.
- Armistice Day: a collection of books, photos and power point to mark the day that World War One ended.
- World AIDS Day: an arrangement of key books and journals as well as advertisement of online resources for those would like more extensive information.
- Abolition of Slavery: a range of photos and information covering some of the key members of the abolitionist movement and the broad socio-economic context of the movement. Resources from King's Cross library were lent to the Soho Centre to provide more information on the abolition of slavery and its historical background.
- Chinese New Year: learners were given access to an interactive display where they could find out their Chinese star-sign and the personality traits that are said to characterise each star-sign.

- Literacy Month: including feature such as 'Word of the Day' and story-telling workshops.
- Personal Safety Month: including the opportunity to attend workshops on domestic violence and online bullying, competitions, and to attend a street safety talk with the local Police Liaison Officer.
- Well-being Month: Libraries held talks from organisations such as 'Don't Suffer in Silence' which support people with depression. Libraries also showcased a number of new books on anxiety, depression, alternative health, dietary tips and on achieving happiness.
- Festival of Learning: a combination of writing competitions on the theme of migration, books, information, displays, a student reading event, and a choir performing songs about different cultural heritages.
- ESOL Journal: the creation of a journal in collaboration with ESOL students, with the editor having attended the English for Higher Education course.
- Safer Internet Day: displays of information and relevant resources, interactive quizzes and workshops looking at online safety.
- International Day of Persons with Disabilities: the Atrium at the Centre for Lifelong Learning Centre had stalls with examples of Library resources. There was also a sign language competition and drop-in session on accessibility.
- LGBT Month: displays of relevant figures from the different curriculum areas. Material around the emerging non-binary culture and a 'Have your say' promoting discussion. Supported by access to relevant books, films, competitions and information.
- Opportunities for students to undertake work experience in the libraries at City and Islington College, as well as creating displays to develop employability skills.



- Displays created for the LRCs were extended by request to main reception areas. Resources purchased to support and engage learners with national and college themes such as selected religious festivals, International Women's Day, Mental Health Awareness, Anti Bullying Week, British values and LGBT month.



- Good IT facilities, well managed PC and Mac access with a range of software available to reflect curriculum provision.
- Ensuring all those with an Educational Health Care Plan have access to 1:1 Careers and Advice.
- Group study room – used successfully for group work for Science and Engineering and Access to Nursing learners. The room also provided space for regular mentoring activities.
- Assistive technologies and equipment are in all LRCs to encourage and support learners with a disability to access and use resources. This includes iPad/laptops, large keyboard/mouse, magnifier tool, hearing aid loop, Job Access With Speech (JAWs) software for learners with visual impairment and 'Dragon' voice-activated software for students with hearing impairments.
- Physical adjustments with library counters lowered to meet the needs of wheelchair user.
- Strong Liaison with Curriculum teams, to identify and purchase curriculum and literacy resources in different formats to suit diverse student needs e.g. Ebooks, large print, audio books, multimedia (e.g. DVDs, CDs) and online reference sources.
- Extended loan periods for students with accessibility needs.

**"I really like reading now, it makes me feel good. I enjoyed the librarian coming in to our classroom"** CBAT student

**"Very helpful, understanding, patient, reliable and supportive staff. Could not ask for anything more."** CONEL student

**"The Learning Resource Centre is a good place to work independently and quietly with no distractions and is well equipped with resources, including computers, books and printing facilities".** WKC LOOP Report: Student Feedback

## 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. The Group has a clear vision for personal development, with students provided with access to high quality opportunities to discuss and debate, and develop approaches to social and emotional skills that teach them about being responsible and active citizens. The Group have an engaging enrichment programme which seek to promote students' understanding of local, national and world issues within the context of tolerance, respect for different cultures and beliefs, and how these relate to their wider role as being responsible members of society.

All three colleges delivered a range of bespoke development opportunities for their respective students and staff:

### City and Islington College examples include:

- 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 they can help each student improve their overall performance by looking at them as an individual and establishing personalised goals and the methods of achieving them. Examples of areas which can be focussed on include: engagement, motivation, study skills, self-confidence, dealing with conflict and clarifying goals.  
*"It has been good getting to know someone who is already at university. The sessions really help me to improve and I'm excited about going to study at university next year"* (CHSCC student). Student Feedback: London Met Mentoring Programme.
- The Reachout mentoring programme enables students to be positive role models, making a difference to children in disadvantaged communities by raising aspirations and helping them grow in character and competence. Student mentors had placements in primary and secondary schools, working one-to-one with a young person in their class, supporting them with English and Maths activities.  
*"I enjoyed working with the girls. I found it an amazing experience which helped me to develop my skills to help motivate others, team working and behaviour management"* Student Feedback: Reachout Mentoring Programme.
- Developing Employability with the Duke of Edinburgh (DofE) Award. 60 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. The workshops' aim is to raise participants' awareness of soft skills, helping them see the value in these skills for employability and personal wellbeing. Outcomes included: Leadership and knowing yourself; Relationships and communication; Confidence and dealing with bullies; Structuring your life and time management; Creativity and imagination.  
*"The programme has changed my thinking a lot, I start to feel more confident, more organised"* Student Feedback: Be Yourself Brilliantly!



- 45 students received the Jack Petchey Award. Students spent the money received on class trips to exhibitions or the theatre, dinners out, or fun activities like bowling, trampolining, paintballing, going to Thorpe Park or an Aquarium. Others bought self-help and revision books for their library.
- WE Day is an unparalleled educational initiative. WE Schools prepare students for success in life. Through educational resources and service campaigns, students further their curricular learning and develop the life skills for success. This programme 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 inspiring speakers and celebrities including the Duke and Duchess of Sussex, as they celebrated a year of action that has transformed communities and changed lives.

- Mental Health Awareness Week included Student engagement staff running 'Colour Me ' - stress free colouring-in sessions, stress ball making workshops, Lego building, with staff from Mindfulness running a journaling workshop. Mental health staff attended some of the sessions to promote mental health awareness and services. While the Student Union President delivered online safety workshops, including awareness of online grooming to student.



- International Women's Day. Students attended an International Women's Day Event at London Met University to learn about women in Higher Education and the opportunities that can be gained from studying at university. Students had the opportunity to meet and work with a variety of female London Met students who shared their experience of university and their individual journeys through education.



- Street Doctor Workshops. Students participated in workshops learning how to call an ambulance and deliver immediate first aid to someone who is bleeding, before professional help arrives. Street Doctor used visual props to explain the science behind blood loss and why it is important to call for help. The session was practical, using role-playing scenarios to prepare young people for an emergency. Comments from participants include:  
*"The training was very effective and very good. I've learnt a lot from the session"* and *"The session was really good, I learnt some important information"*.

- Students participated in a National Union of Students (NUS) consultation on Tackling Sexual Harassment in Further Education which was followed by a 1-hour workshop which looked at understanding and tackling sexual harassment and assault in education.
- Through the provision of additional programmes, students benefitted from being enrolled on and successfully completing the National Citizenship Service programme.
- Over 350 students attended an employability day and received expert advice from a range of industry experts in regards to their future careers. High level work experience projects have taken place with various partners including; the Local Borough Councils, National Youth Theatre, Big Alliance, Angel Shed, London Village Network and Click Silver.
- In support of a Student Union campaign, students walked to raise awareness of growing concerns around street violence a part of the in the 'Fear the Silence, Not the Streets' campaign. The campaign's key message is that more needs to be done to help young people make better decisions around crime. The students marched for six miles, walking between all five City and Islington College sites and Islington Town Hall. A member of staff from the council and a judge from the Islington magistrate's court joined the walk and spoke with the students:  
*"As students we can often feel out of place, especially when we feel like we are not heard. Our tutors are constantly pushing us to succeed and do better as well as be better. We do not know when our life will be over, it can happen at a split second. But we shouldn't have to live in fear, we should be living life to the fullest."* CHSCC student
- Working to support girls and women, the Girls Friendly Society delivered a 6-week programme to female students on topics such as feminism, self-care and well-being, campaigning, confidence, social media, jobs and careers. The programme helped develop students' confidence and self-esteem, their understanding of healthy relationships, issues affecting girls such as lack of equality and therefore can help them reach their full potential.
- Breaking Barriers Foundation Employability Programme: Students participated in a 7-week programme aimed at developing soft skills. Workshops included: leadership and knowing yourself; relationships and communication; confidence; trust; dealing with bullies; structuring your life; time management; and Creativity and imagination.  
*"I learnt how soft skills are really important to employers."* Student Feedback
- Manhood Academy ran a session with 20 male students on the topic of role models and how they can be role models to others. The session was positively received by the students.

- Two students from each of the Colleges attended a private 'meet and greet' with Her Royal Highness, The Princess Royal, Patron of Learning and Work Institute at an event titled 'Improving local education'
- LGBTQ+ Roadshows for LGBT History Month were held in each centre with students getting involved in creating a 'love statement' wall display, with a 'smoothie bike' making rainbow fruit drinks and rainbow coloured Candy floss available. The Student Engagement team also worked with Stonewall and Mosaic Youth to deliver LGBTQ awareness sessions.



- Students attended presentations by All Change Arts who promote opportunities and local projects to help develop the role of the arts in society. They bring artists and communities together to create original and innovative arts projects, which affect positive change for individuals and communities. As a result of the sessions, seven students were shortlisted by the charity for their Young Creative roles.
- The L2 Peer Mentoring programme provided volunteer students the opportunity to gain a recognised qualification – OCNLR Level 2 Award in Peer Mentoring. Developing the skills needed to become confident and successful mentors, the students can now provide a range of professional support to their peers and others in areas of academia and social aspects within college life.
- Outstanding sports provision, such as providing more opportunities for students to gain qualifications in FA coaching level 1, Basketball Table Official, fitness instructor awards and boxing instructors course. A range of external partnerships included Arsenal in the Community, Access to Sport, and the London Basketball Association. Data used to support the provision of classes for hard to reach groups or those who do not participate, saw the introduction of football and boxing for women, which helped to increase the number of female participants to 56% for all sports courses. *"Having the chance to go to a free gym helped me improve my health and fitness as well as my self-esteem and confidence. I go with my friends, so at the start it really helped with communicating with others and meeting new people."* SFC student LIFT Gym.

**Westminster Kingsway College examples include:**

- Welcome Week: For new and returning learners the college had stalls showcasing a variety of enrichment activities and the local services all available to learners to enhance their student life. Universities (City University, Middlesex University, University of Leicester, and Roehampton University) were in attendance as well as key student support services offered by the college. This included the Careers Team, Student Services, Bursary and student finance and Student Support (SEN).
- For Safer Learner Month an interactive display was launched to encourage students to provide a top tip on how they themselves or their peers around the college can stay safe. Contributions and each proposed tip was included in the display. The purpose of this was to raise awareness of how to stay safe in all environments.
- World Diabetes Day where Learner Services worked with Aramark (our external catering provider) to ensure that this day's food provision contained low sugar. Aramark held a stall in the Canteen with a questionnaire around sugar content / hidden sugars and naturally occurring sugars. The winners of the questionnaire won a bottle of water and a voucher for the canteen.
- Democracy week had a range of activities that promoted British parliamentary democracy; which included the election of Student Reps, Faculty Reps and Student Governors.
- Black History Month: In addition to a range of displays in the Learning Resource Centre, student also had access to relevant films in the Theatre which explored such subjects as the American civil rights movement under Dr Martin Luther King Jr. and slavery in the southern states of America. A market stall event took place in the Atrium with external contacts – Vblack Economics, Soca Aerobics – Health and Wellbeing, Bis Publications (Black Scientists and Inventions), ULearn Natural (African Drumming and the Space Probe project). There was live cultural music provided by a DJ, with the event co-hosted by the author Jak from Nubian Jak. Throughout the month Black History Month flags were displayed in the Atrium at the Kings Cross Centre.



- During Mental Health Week a number of activities aimed to raise awareness. These included:
  - 'Mindfulness' sessions, where a number of external organisations such as Papyrus (prevention of young suicide), The Hive (Camden Based well-being service) and Mind offered advice and guidance on how to access external support for their mental health; a 'Wellbeing' workshop; gym inductions; quiz sessions; and gardening demonstrations.
  - In line with the theme 'body confidence', tutorials were designed by the mental health team and delivered to students. The aim of the tutorials was for students to understand more about what this means, identify negative and positive influences of body confidence in the media and also know how to improve their own body image and confidence.
  - Tutorials were also delivered by external organisation such as 'FundaMentals', a charity funded by Comic Relief, their aim being to raise awareness and destigmatise mental health through music and creativity.
  - The college launched its in-house mental health support initiative in partnership with Westminster CAMHS (Child and Adolescent Mental Health Services).
  - Special badges were given out to promote the wellbeing services that the college has to offer.
- World AIDS Day where a number of activities were taken place:
  - The Brandon Centre (sexual health clinic) held a stall in the Atrium displaying information about contraception, the C-Card and provided guidance on quick and easy HIV testing including where local clinics are located.
  - A display highlighting the event ROCK THE RIBBON, raised money for the charity.
  - Organised by the Terrance Higgins Trust, Students also attended a Positive Voices workshop. Positive Voices is a community project where people living with HIV share their personal stories to raise awareness of HIV and promote good sexual health for everyone.
  - The Brandon Centre also delivered on-going sexual health workshops and drop-in sessions where students can talk confidentially about any sexual health.
  - The sexual health nurse also visited the college as part of the month programme of providing checks for STI (sexually transmitted infections).
- To celebrate World of Work Month, a series of mock interviews were organised so that students could prepare answers to questions they may be asked in an interview. External professional volunteers from Inspiring Futures acted as interviewers to simulate an actual interview. The students then received feedback and pointers on how to improve.
- Business Management students participated in a Dragons' Den interview process where they were given the opportunity to deliver a business sales pitch with business professionals from Inspiring Futures. Each student was given the opportunity to prepare and

- demonstrate the skills of communication, facilitation and presentation. Students were then invited to attend the WKC BIZZ Trading Day to present their business ideas and encourage buyers to invest in their stock or purchase their products and services.
- Students' response to knife crime and youth violence, saw over 100 students representing a number of curriculum departments participating in a three-hour consultation event. The purpose of the event was to discuss and respond to the recent Ofsted report on knife crime, and was intended to seek the views of students on what the college should be doing to address the issue. The students worked in groups to discuss and make recommendations in key areas: law and order, education and training, sports and safer streets. The event concluded with students presenting their recommendations to a panel, which included a police officer and representatives from community organisations and some being selected to present their recommendations to the Mayor of London.
- Throughout the first week of February 2019 students from the LGBTQ Society toured the college to obtain student comments regarding the LGBTQ community within college, with Media students using the feedback to create a short video clip for displaying on a feature wall. Workshops were provided on themes such as:
  - Educating out Prejudice led by the founder of LGBT Month Sue Sanders: strategies for challenging bullying; and establishing an inclusive environment, including the use of language.
- The LGBTQ Society had an interactive stall providing information, advice and support to students who are interested in the LGBTQ community college and gave signposts to external providers. *"This society has made me feel accepted, understood and passionate. This club elevates and encourages the voices and perspectives of queer students, putting them at the forefront. The room feels like a place where anything and everything can be disclosed, discussed, or helped with. Staff leaders of the group show overwhelming support and kindness both within the society and out, unconditionally. They are both people I know I could go to in a crisis. This society has made such a huge difference to my time at WestKing".* Student Feedback.





- For Women's History Month students were polled and asked to name famous women who inspire them. The answers were used to decorate the Atrium stairs. Other students were encouraged to complete the 'Inspiring Women' board. Cupcakes with themed messages and symbols were also sold to raise money for Westking's very own inspirational woman and marathon runner, Jasbir Sondhi (College Director) who ran for the charity Dementia Revolution.



- For International Women's Day students produced a display listing countries, all marked with pins on a world map, where it is the best place to be a woman - whether for health, career opportunities, political power or for other reasons. In addition, the display highlighted key female figures from a wide range of backgrounds who have succeeded within a wide range of fields. At the Regents Park Nursery mothers were given a certificate in recognition of their hard work and determination to succeed in their studies, creating a better future for their children.

- Change my Mind debates were held throughout the year, including during Mental Health Awareness Week. Students debated topics surrounding body image, eating disorders, obesity and the promotion of diet products on Instagram; topics around wellbeing such as the use of cannabis and its impact on people's mental health; depression; and the effect of legal highs. For Women's History Month students had two debates. One on the opportunity to debate topics surrounding women, abortion, the gender pay gap and male privilege and the second debate centred on contraception, infidelity, the male gaze and gender being a social construct. A 'Change my Mind' stall was provided where provocative statements (e.g. women don't deserve the vote), were discussed and responded to.



- For No Smoking Day students were encouraged to think about their well-being and the effects of smoking. Students had their photo taken and uploaded to an app which gave them a glimpse into their future, by showing them how they will look in 10 and 20 years' time with the effects of smoking.
- Be Inspired: Women Leaders event saw a panel of 12 women from different career backgrounds, ages and ethnicities visit the college to speak about themselves, their career journey and answer questions on how they have succeeded in breaking stereotypes, prejudices and the glass ceiling. The event was attended by 150 students, both male and female, from various courses.



- First Aid Training delivered by the British Red Cross to Professional Chefs Year 1 and NCFE Travel & Tourism students Years 1 and 2. Using age-appropriate scenarios, it helped to build students' confidence and willingness to help in a first aid emergency. The group learnt and practised first aid skills using simple steps and key actions. The session also helped the group to assess and manage risks and make informed decisions, whilst supporting others. *"The training was efficient, well managed and extremely helpful. I would highly recommend the training programme to be delivered to first year students"* Professional Chef Year 1 student.
- Students from BTEC Business and Professional Chef Course attended a workshop on gambling and social gaming delivered by the Young Gamblers Education Trust. This awareness session aimed to educate young people to help them make smart choices, understand risk and prevent harm from fast-growing gambling sector.
- Students participated in a workshop delivered by Gendered Intelligence. The aim of the workshop was to help young people tackle and prevent homophobic, biphobic and transphobic (HBT) or gender-based prejudice and bullying. There were discussions relating to the quality of trans people's life experience, especially those of young trans people. The workshop helped learners to understand gender and the impact of gender stereotyping.
- Through a 'Message in a Bottle' stall students were encouraged to write messages in plastic bottles to the Government, their college and peers, asking them to make changes to their carbon footprint and decrease their plastic usage.



- The Careers and Employability Team have developed external relationships with community partners to deliver a diverse range of workshops. These include employability workshops delivered in conjunction with employers to enhance work-related learning and positive destinations. Some highlights include:
  - Two apprenticeships events in support of Apprenticeship Week, which included for the first time an event specialising in the creative industries.

- The CEO of the British Library gave an inspiring talk to A-Level Humanities students
- Great Ormond Street Hospital ran workshops and brought two current Healthcare Apprentices to speak to Health and Social Care groups: *"Great to hear what real apprentices do... It was useful as I am considering apprenticeships"*.
- Higher Education (HE) insights that included an HE Fair which welcomed a record 35 higher education providers, plus trips to the Universities of Cambridge, and Middlesex, to give learners access to a wide range of information. *"I liked the number of universities that came to the college and actually being able to talk to somebody from the university rather than researching"*



- Continued work with St Giles Trust on the G.R.O.W North London project which supports learners to 'Earn While You Learn'. This project provides intensive support to learners on the challenging task of not only preparing a good CV or filling in a job application form well, but also coaching around meeting deadlines, doing well at an interview, asking the right questions about their employment rights and settling in well so that the job complements their studies. *"I feel really proud of myself and grateful for your help... I'm happy and excited to get back at work."*
- Students also benefitted from a range of talks. Student finance and funding for HE and information sessions helped learners understand the opportunities available through additional funding such as the Helena Kennedy Foundation.

**Some key initiatives for CONEL include:**

- Diversity Week which was a celebration of the cultural diversity of the college and wider society. Students enjoyed a variety of stalls, films, workshops; while there were tutorial resources on equality, LGBTQ, immigration, gender, disability and race.



- Hair and Beauty students received AQA level 2 certificate for participating in a 9-week domestic violence programme called Protect Our Women. "I have a personal experience of domestic abuse in my family when I was younger and did not know how to deal with it. This course is excellent in giving us the confidence and tools to take action".
- A series of Money Management workshops were delivered to students. "I never understood how credit cards really worked before and how compounding interest rates on a credit card can get you quickly into debt. Having this workshop has made me realise the importance of using credit wisely."
- Health and Care students participated in a talk delivered by a local multiple sclerosis charity. Student comment; "We learnt about the symptoms and increasing mobility difficulties that people with multiple sclerosis face".
- 24 CONEL students received a Jack Petchey Award – for example, for good attendance, excellent grades or for supporting others. Each Award winner receives £250 to be spent on an activity that will benefit their entire class, such as a class trip or workshop. The college ran two schemes, one exclusively for ESOL students and the other for all other students. "It feels great to be recognised for my hard work in class and getting this award will allow me and my class to go on a fun trip".
- A range of cross-college themed weeks such as Fresher's Fair. "There's a lot of opportunities for students out there, and it was good to find out about them and how I can get involved." and promotion of events such as Holocaust Memorial Day; "I learnt a lot about the different genocides that have taken place in the world from the display in the reception area".

- To promote the mental health and well-being of students, a range of activities were provided such as:
  - Tests for chlamydia, gonorrhoea and HIV by local sexual health services that have weekly outreach stalls at both centres. "It's good to be able to get yourself checked out at college" and "It's important to look after your sexual health."
  - Alcohol awareness workshops. 89% of students rated this workshop as very good. "I learnt how too much alcohol can affect your judgement leading you to make bad decisions".
  - Mental Health awareness workshops delivered by local mental health services, with an average satisfaction rating of 95%. "It was interesting to learn that 1 in 4 people will suffer from a mental health problem and where you can get local support".
  - Mental Health Question Time Events with a panel of mental health specialists. "I really love coming to speak to college students; I think there is a lot of interest but a lack of knowledge. Being able to teach these students is very rewarding and seeing them leave knowing more about mental health."
  - Drug awareness and substance misuse workshops. Student comment: "There is lots of peer pressure to use drugs and being around others who are using drugs can make you feel like you have to follow to fit in."
  - Healthy eating workshops were delivered to students with 95% rating of very good. "I was surprised to about how much sugar is in fruit juices and fizzy drinks".
  - The Tottenham hotspur Foundation provided the I Belong 5-week programme designed to help students develop better emotional intelligence, coping and resilience skills through group activities. Student comment: "This is a fun programme that helped me to think about how important exercise, diet and nutrition is for my mental and physical wellbeing".
  - Visits by The Battle suicide tour to the Tottenham and Enfield sites, in support of the Mental Health awareness campaign.
  - Trainers from Enfield & Haringey Health delivered healthy eating workshops to improve better nutritional understanding of food choices.
- Employability workshops provided by blue chip organisations including KPMG (one of the 'Big Four' audit companies) 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 me when I am getting ready for interviews."
- While across the college, students participated in a series of resilience and soft skills workshops; "Improving my soft skills will help me to get a job and interact with people better".

- In addition Health and Care students participated in a 7-week employability skills training programme to develop their interview skills and soft skills. "I am very shy, so seeing that I can really express myself and give my opinions changed the way I think about myself."
- while across the college, students participated in a series of resilience and soft skills workshops; "Improving my soft skills will help me to get a job and interact with people better".
- STEM Employability event Your Future, Your Ambition aimed to inspire students from diverse backgrounds into pursuing STEM (Science Technology Engineering & Maths) based careers. The event provided students with exciting and inspiring activities and access to blue chip organisations through key workshops and exposure, designed to provide details on the skills that top companies are looking for in respect to STEM based careers.



- Students participated in the Visionnaires Enterprise workshops with a panel of experts giving advice on how to set up your own business. "It is great to have these entrepreneurs come to the college and share their experiences of starting a business.... I got lots of useful information in developing my hairdressing business plan".
- Financial well-being workshops delivered by HSBC and Barnardo's to develop students' financial management skills.
- Students received leadership training on how to be an effective student rep. "Since becoming a student rep I have been involved in focus groups and supporting events at the college as a student ambassador"
- Two student focus groups were organised in conjunction with both Enfield and Haringey Councils to help inform discussions on safety issues for young people as part of the councils' individual local plans for 2019/20.
- Students participated in anti-discrimination workshops delivered by Education against Discrimination. A student commented "This workshop helped me to understand what is Anti-Semitism and Islamophobia and how to report a hate crime".

- Based on the true story of Amani Simpson, students experienced a short film that depicts the inner reflections of a young man battling with the consequences of his actions and wider impact on those around him after being stabbed. 'Amani' was used as a conversation starter to explore the themes of knife crime and how it effects the wider community.
- The Young Londoners Fund (YLF) Elevating Success Mentoring Programme aimed at students aged between 14-21 who have been identified as at risk of getting caught up in crime or exclusion from college. Over 80 activities were delivered covering the remit of the YLF. These include talks on knife crime, stop and search, mental health awareness, and substance misuse, as well as outward bound activities to boost teamwork and confidence. Participants received six weeks of mentoring support and in certain cases psychotherapy support, to help support them with deeper-rooted issues. "The mentoring has helped me to see that the choices I make would affect me in the future; being on the road does not get you anywhere".
- As part of College Values Week, a range of activities were provided to promote the core themes of British values; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs. These included:
  - A Knife Crime Question Time event, where students asked questions to a panel of experts. "It was a great event hearing all the positive things that are taking place in the community to prevent knife crime".
  - Stop and Search workshops. 100% of attendees rated the workshop as excellent. "Now I understand my rights when being stopped and searched and good tips were given on how to stay calm and keep your emotions under control."
  - Workshops on British values "I enjoyed learning about British values and the rights we have in this country" while understanding the British Parliamentary system, received a satisfaction rating of 91%. "I learnt about the different parties and the different functions of the houses of parliament and the monarchy".



- Students participated in a Gang and Extremism awareness 6-week programme commissioned by Haringey Council and delivered by the Mentivation youth organisation. The programme focuses on the crossover between gangs and extremism.  
*“The Gangs and Extremism sessions were amazing, I found it extremely necessary for our generation. The sessions were well designed about gangs, stabbings and extremism that have ruined peoples’ lives”.*
- LGBT+ Student Awareness workshops delivered by the Tottenham Hotspur Foundation.  
*“Having this workshop has helped me to understand the wide spectrum of sexuality and genders”. The workshops were supported by a 1-to-1 confidential LGBT+ Student Drop-in Service, which provides support and guidance and offers information on local support services and help to develop personalised plans.*



- Set up and run in partnership with League 1 professional football club Charlton Athletic, CONEL launched its first Female football academy team. Sporting enrichment at the Enfield Centre has been expanded with the opening of a 3G pitch – this has resulted in an increase in numbers of learners taking part in football, basketball and other sports.



- Multi-faith prayer rooms available for students at both the Tottenham and Enfield Centres.
- Fundraising and Volunteering Week is an essential part of the college calendar. A range of voluntary organisations attended the college throughout the week to encourage learners to get involved in their local community and fundraising activities to support Red Nose Day.
- A group of local actors performed their debut play “Pattern Up” to students. The play looked at the experience of young African Caribbean men and women in Haringey, exploring themes of family, violence, race and personal redemption.  
*“I think it was really touching. In my area there isn’t that much violence, but this has shown me what is happening in London and how to prevent it. Other schools should definitely have this.”*



**“In the end of year Student Satisfaction Survey, one of the statements with the highest satisfaction for the Group was that the college encourages learners from different backgrounds to work together: 92%”** Source: Student Satisfaction Spring 2019 Survey.

## 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 needs & 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 exchange of information with local authorities and special schools, in order to aid transition to post-16 education.
- Specialised assessment of needs for examination access arrangements and exam concessions.
- 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 who are in immediate need.
- Mental health support service to provide support with any student who is 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.
- Appointment of staff with specialisms to support students with learning difficulties and/or disabilities, such as a Speech Language Therapist.
- Working closely with local boroughs and other external agencies such as Haringey Language and Autism Support Team and the Joseph Clarke Service to support the transition into college.
- Engaging the expertise of external specialised organisations such as British Sign Language, to support staff to provide the best help for students.

**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.

- Educational Health Care Plan 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 who have declared mental health needs.
- Disability awareness workshops for students delivered by external organisations.
- Support from the Mental Health & Wellbeing team.
- All established staff completed the online equality module which includes disability.
- Aspects of disability awareness delivered as part of Professional Development Days including Autism Awareness and supporting learners who have speech and language difficulties.
- Promotion of health and well-being, including specialist external organisations promoting discussion, offering advice and support to raise awareness amongst students and staff.
- Group meetings for sharing of good practice and reflecting on areas of improvement.

**Reasonable adjustments made for students. These have included:**

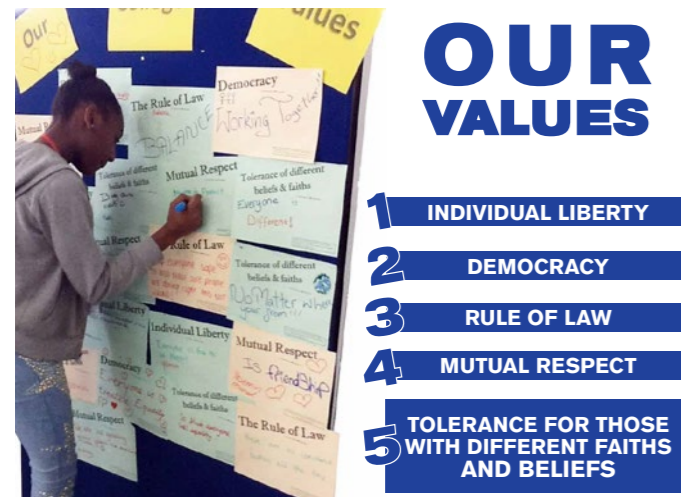
- Modifying texts to make these more accessible, for example large print, audio, clear text, autism-accessible and using different background colours.
- Provision of specialist equipment such as hearing helpers, dictaphones, reading pens, and software, such as SuperNova to help students with visual impairment to access electronic information.
- 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.

**“Curriculum and support staff provide each high needs learners with excellent support that enables a positive outcome “. CCG SAR 2018**



## PREVENT AND THE PROMOTION OF BRITISH 'OUR' VALUES

The Prevent legislation (September 2015) was introduced with the aim of protecting young people from the risk of radicalisation and extremism linked to British (Our) values. In response, each college appointed a member of staff to lead on the implementation of its approach. A common approach is to help students explore what are 'British values', how they 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 a range of 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; and Professional Development days with a focus on embedding Our Values and Prevent into the curriculum
- The Prevent framework is presented to students during their college induction alongside the completion of a specially designed set of interactive online modules that incorporate Our Values (Democracy, Respect and Tolerance, Individual liberty, and the Rule of law).
- As part of the enrichment programme, there were a series of structured debates around sensitive and contentious topics, such as tackling extremism in the light 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, delivered to groups during the academic year.
- Students produced Prevent and Our Values posters and photos 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.

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

### Democracy

- Students took part in the Citizens UK listening campaign as part of the Camden and Islington Citizens Commission on the Civil Society Response to Youth Violence. This included three students attending the Mayoral Assembly on Knife Crime, and students completing 100 one-to-one interviews on knife crime and youth violence.
- Students participated in the 'Fear the Silence, Not the Streets' campaign, where they walked to raise awareness of growing concerns around street violence. The aim of the campaign to raise awareness of what needs to be done to help young people make better decisions around crime.
- In partnership with seven London FE colleges including Westminster Kingsway (WKC), the Commission on Knife Crime in London created a pioneering new model for engaging students in conversations which focus on solutions to end knife crime in the capital. In support of this, WKC hosted a conference that brought together Leaders Unlocked, the Metropolitan Police and students from other FE colleges, to directly engage with and work alongside the Student Commissioners to discuss the issues and to create solutions to tackle knife-crime in London.



- In support of the Student Commission on Knife Crime, four students from WKC are now part of the commission, who meet regularly to work on how colleges are keeping students safe and preventing them from getting involved in knife crime.
- Knife Crime Question Time Event, where students were encouraged to discuss the issues of knife crime and its impact on the community.
- Students created a hard-hitting but important display on Gangs and Grooming to help their peers understand the grooming process and who to talk to should they be affected.

- In tutorials, a safe place was provided for students to share their experiences on social issues such as knife crime and radicalisation. This has resulted in students being more aware and willing to discuss sensitive issues that affect them with personal tutors and support staff.

### Individual Liberty and Respect and Tolerance

- Students at various sites received training on the themes of radicalisation and extremism from the BRAVE Project. The sessions aimed to highlight the links between grooming for gangs and grooming for extremist groups.
- Students had access to a six-part gang/extremism programme focuses on the crossover between gangs and extremism. The programme included workshops titled: The Law; Challenging Young People Who Choose to Carry Weapons; Violent Crimes Destroys Lives; and Violent Culture.



- Two mothers who each lost a son to knife crime, delivered separate workshops on knife crime to students.
- Anti-discrimination workshops which promoted British values including social responsibility, whilst giving students skills to counter discrimination safely.
- The Godwin Lawson Foundation Knife Crime event which centred on a presentation on the effects of knife crime and violence on families and the wider community.
- As part of the campaign to promote online safety, Safer Internet Day included tutorials aimed at raising awareness on the issue of online consent, and covering activities such as identifying 'real' and 'fake' online information and watching online safety videos.
- Students went on a wide range of visits to help them develop their understanding of Britain and the foundations for British values. Trips included to the Houses of Parliament, the British Museum (to see an exhibition of different faiths), the Law Courts and City Hall.

- A level students studied topics such as secularisation in Turkey and France, immigration and integration in Europe, colonisation, journalistic censorship, the rise of the extreme right in France and Islamophobia. Curriculum activity is successfully and skilfully interwoven with themes around Britain and our values into the classroom.

### The Rule of Law

- The re-introduction of College Police Liaison Officers is further strengthening cooperation with the police and provides much-needed support and guidance to staff and students. Support included advice on illegal online activities and workshops on personal safety, Prevent, knife crime and gangs.



- Through the Young Londoners Fund (YLF) mentoring programme, over 80 activities were delivered which included talks on knife crime, and stop and search.
- A series of stop and search workshops were delivered to students. These were provided to help students understand not only their rights, but also their responsibilities if they are stopped and searched by the Police.
- CPD workshops were delivered to students on understanding the British Parliamentary system. Areas covered included the electoral systems, the role of MPs, the functions of the two Houses of Parliament and how laws are made.
- Prevent tutorials were updated to include as a new session acid attacks. Hate crime was also addressed in tutorial sessions as part of the discussion on the Learning and Behaviour Agreement.
- Libraries displays relating to the rule of law and St Giles Trust providing sessions on gangs and knife crime.

**"In the end of year Student Satisfaction Survey, one of the highest levels of satisfaction for the Group related to students feeling the safe in the college, with a satisfaction level of 92%";**  
Source: Student Satisfaction Spring 2019 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 a set of Strategic Equality Diversity and Inclusion objectives to cover the period 2020-2024.
- Develop an Action Plan and implement initiatives that reflect the recommendations received from the UKIED.
- Continue to build upon our strength of embedding equality, diversity and inclusion into the culture of the Group so that these continue to permeate the learning experience both within and beyond the class room as reflected in the 2018-19 CCCG SAR:

“Outstanding promotion of equality of opportunity and equality, diversity and inclusion.”

## APPENDIX 1

### THE EQUALITY ACT 2010: A GUIDE

The Equality Act 2010 streamlines, harmonises and strengthens equality legislation in the UK. The Act introduced the term “protected characteristics” to refer to aspects of a person’s 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.

**City and Islington College**

[candi.ac.uk](http://candi.ac.uk)

**Westminster Kingsway College**

[westking.ac.uk](http://westking.ac.uk)

**The College of Haringey, Enfield and North East London**

[conel.ac.uk](http://conel.ac.uk)

**Capital City College Training**

[capitalcct.ac.uk](http://capitalcct.ac.uk)



CITY AND ISLINGTON  
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Westminster Kingsway  
central London's College

The College of  
Haringey, Enfield  
and North East London



Capital City  
College Training