



Capital
City
College
Group

CCCG Annual EDI Report

2021-22

Our Public Duty under the Equality Act

This report provides information on how Capital City College Group is meeting its responsibilities under the Equality Act 2010 Equality Duty.

The Group has duties under the Equality Act 2010 to promote equality - the Equality Duty. The Equality Duty requires that CCCG has 'due regard' in carrying out its activities of the need to:

- Eliminate **unlawful discrimination**
- Advance equality of opportunity between people who share a protected characteristic and those who don't
- Foster or **encourage good relations** between people who share a protected characteristic and those who don't.

The Equality Duty applies in relation to the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Group has further duties to publish one or more equality objectives that support the aims of the Equality Duty and to publish information demonstrating our compliance with the Equality Duty on an annual basis.

Equality, Diversity and Inclusion Report

2021-2022

This report provides an overview of the diversity profile of the Group's workforce and the student population, followed by some key examples of how the Group promotes and integrates equality, diversity and inclusion into the student experience.

Our aim is to become a truly inclusive organisation and more representative of the student body and the local communities we serve. This is fundamental in our ability to continually impact on students' lives and to successfully fulfil our public duty.

In 2021-22 we have been on a journey of reflection on our culture and how to take our equality, diversity and inclusivity commitments further.

This work has been informed by our key initiatives including consulting with our employees through staff survey and EDI focus groups as well as a range of student activities which have aimed to explore the themes of Inclusion and Wellbeing.

This annual review provides a snapshot of the work that has taken place across the Group in the period and the key actions we are taking to advance equality of opportunities.



Commitments

We are committed as a Group to ensure that:

- All colleagues, students and visitors should experience a supportive and nurturing environment, free from bullying, harassment, discrimination or victimisation
- Inappropriate behaviour and discriminatory practice are challenged
- Colleagues, students, applicants for employment or study, visitors and other persons in contact with the Group are treated fairly, with dignity and respect
- Fair and equitable practices and procedures were designed to help members of our community to feel comfortable, and where individual differences are recognised and valued
- Support is provided to colleagues, students and our partners to help them understand and meet their equality and diversity responsibilities and share the Group's corporate responsibility to embed equality, diversity and inclusion through the provision of its services and function.



Our Objectives

Our objectives as a Group

We are a multicultural college and we are proud of the rich and diverse backgrounds of our staff, students and wider community. We stand firm against any actions of hate and racism, which goes against our core values. At Capital City College Group, we believe in the power of education and access to opportunities for all.

As part of our journey to become sector leaders in creating an inclusive environment, we have consulted our staff and students through surveys and focus groups on what would best support them. The output highlighted areas where we need to improve and focus. We have taken this insight and used it to create our 2021-2024 Objectives. These will be underpinned by annual objectives to keep our work focused.

The Objectives are focused on the following themes:

- Leadership
- Student Outcomes
- Teaching, Learning & Assessment
- Workforce Development
- * Developing and Inclusive and Anti-Discriminatory Culture
- * Disclosure
- * Policies and Ways of Working
- * Monitoring and Inclusive Communication



Theme A – Leadership

Objective – Our leaders will be accountable for making positive change to achieve our diversity and inclusion objectives.

Examples include:

- Our diversity and inclusion objectives will be clearly linked to our organisational strategy.
- We will work towards a Leadership team and Governing Body that is representative of the diversity of the communities from which the Group serves.
- Our leaders will act as role models and be transparent in their decision making.

Progress so far:

- Group Leadership Team /Senior Management Team participated in a reverse mentoring programme feedback so far indicates that both mentor and mentees are finding it is giving them valuable insight to inform decisions
- We undertook training for our Group Leadership Team in 2022 and supported a member of our Group Management Team to attend the Black & Ethnic Pilot Leadership Programme being provided by the Collab Group

What's next:

- Our leadership team and Group as a whole has recently undergone some workforce changes so once this work is complete we will work with our Senior Management Team explore the information and data on diversity and inclusion to identify areas of strength and areas for development.

Theme B – Student Outcomes

Objective – Improve performance of students by the continued identification and review of achievement gaps and the impact of the actions taken.

Examples include:

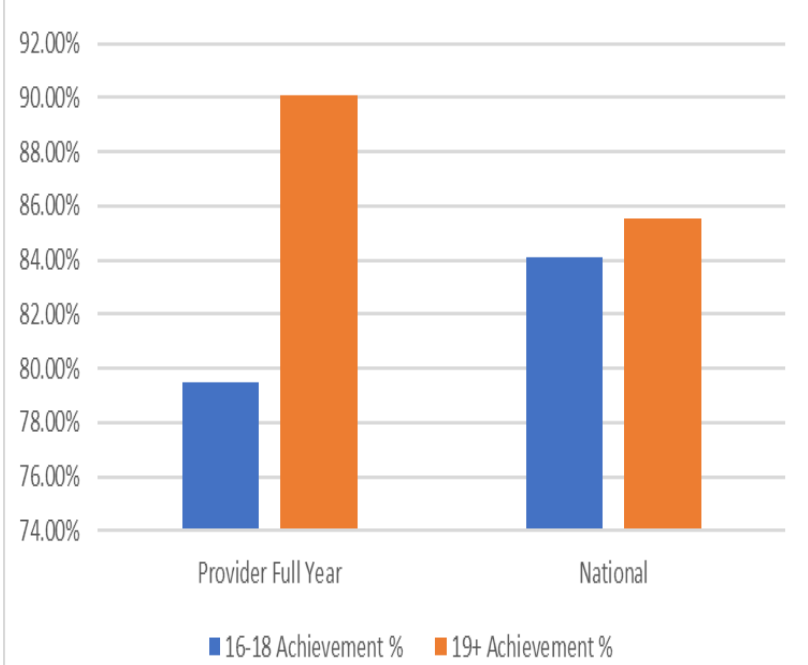
- We will create opportunities for everyone to develop, including those from underrepresented groups and lower social-economic backgrounds to ensure opportunities are accessible and students can thrive.
- We will continue to develop a Group wide Equality Dashboard to report on achievement to inform where we need to review our practice, provide additional focus and support.
- Ensuring all students are given the access to opportunity and support to progress within their assessed potential.

Progress so far:

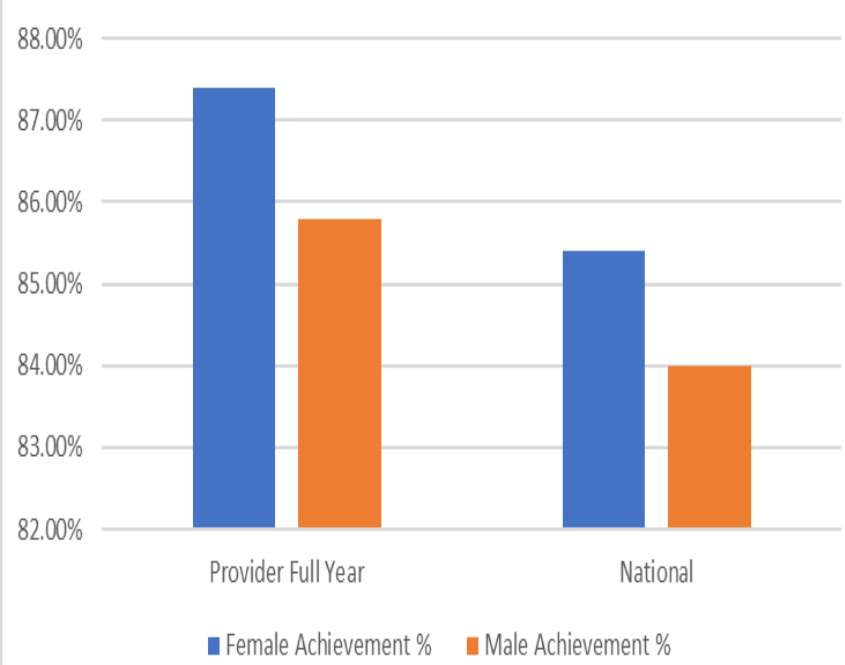
- Our new Group Strategy now includes KPIs to ensure we remove the barriers to accessing education for all.
- Work is underway to increase the accessibility to learning for those with disabilities including training on making learning more accessible and understanding of how to support students with neurodiversity and mental health conditions.
- Each College has nominated and trained a mental health Lead and mental health first aiders will be trained across the Group to support students and staff.

Achievement Rates 21-22

Learner Achievement 2021-22

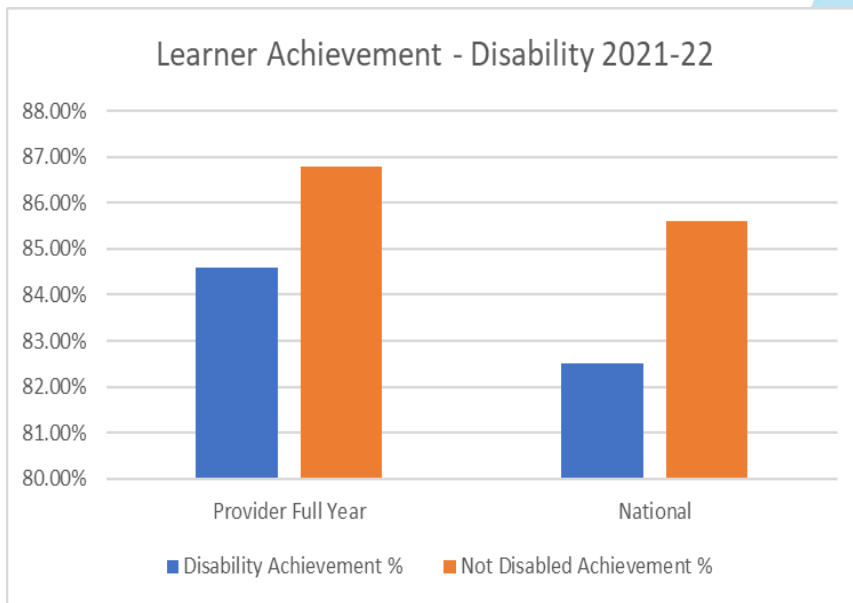


Learner Achievement - Gender 2021-22



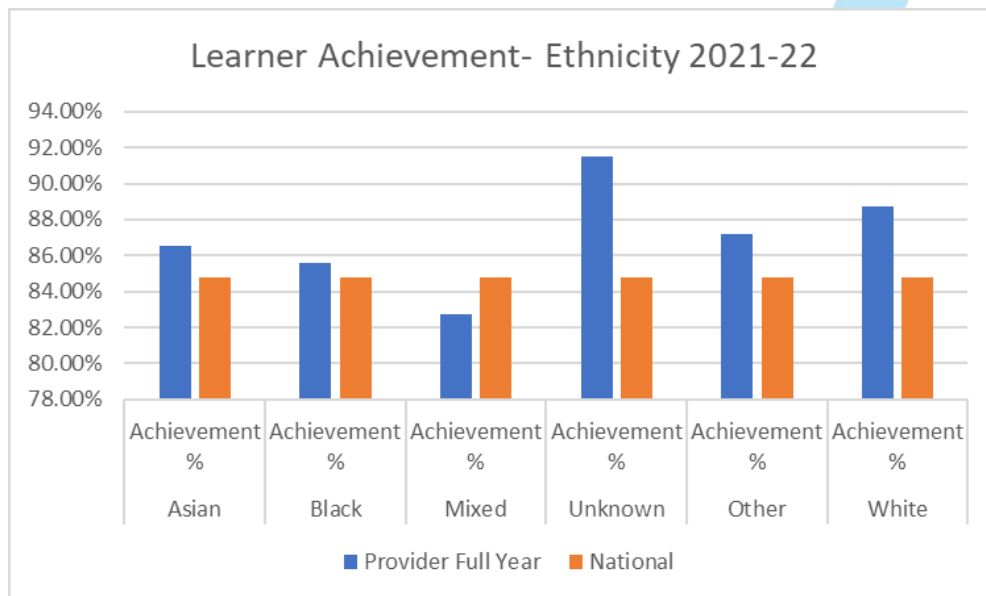
Achievement Rates 21-22

The national average does include all types of provision however compared to the average learners with a disability performed significantly better than the national average



Achievement Rates 21-22

There are no significant variations in outcomes of learners based on ethnicity. Where there are small variations, a deeper analysis of the data within the sector subject areas and age identifies outcomes are consistent between ethnicities with no significant variations. Ethnicity is not, in its self, a significant determinant of course outcome at CCCG.



Theme C – Teaching, Learning and Assessment

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

Examples include:

- Our curriculum offer and the support provided to students will be regularly reviewed to ensure it is sensitive and reflects the interests and backgrounds of those that study with us.
- We will provide access to learning materials and learning environments that are accessible and enable all learners to thrive.
- Teaching, learning and assessment will reflect and promote equality, diversity, and inclusion and meet the identified needs of groups or individuals.

Progress so far:

- EDI Committees worked to embed Inclusion in the curriculum and student development activities; planned observation weeks to focus on EDI in the curriculum and review of schemes of work and resources.
- Work with organisations to improve understanding of 'curriculum decolonisation'

Theme D – Workforce Development

Objective – We will seek to understand and remove the barriers that exist for underrepresented groups both in terms of applying for jobs and progressing through the organisation, so we can support diversity at every level of the workforce.

Examples include:

- We provide an induction which covers Inclusive Behaviours, our Vision and Values, Unconscious Bias and Wellbeing to all colleagues.
- We will continue to build confidence and capability around diversity and inclusion issues by providing training and support. Examples may include Mentoring, Conscious Inclusion, Mental Health and Wellbeing and the Social Model of Disability
- We will review our recruitment processes to help us attract more diverse candidate pools and continue to improve our selection processes to remove any bias.

Progress so far:

- Assessed recruitment methods to ensure we are attracting a diverse workforce.
- Launched a Reverse and mutual mentoring programme to support career development.
- Designed and delivered a suite of Management Development interventions to support development and internal promotion.
- Delivered webinars and training on disability and neurodiversity.
- Advised on Financial Wellbeing and support related to COVID
- Mental Health Task Group representatives attended Mental Health at Work Senior Leader training and produced a Group Wide strategy and action plan

What next:

- Train employees to become Mental Health First Aiders
- Continue to deliver training for the workforce on all areas of inclusion and diversity

Theme E – Developing an Inclusive and Anti-Discriminatory Culture

Objective - We will develop ourselves and facilitate the understanding of each other to provide an inclusive and anti-discriminatory learning and working environment where everyone can thrive.

Examples include:

- Ensure a welcoming environment for all regardless of age, race, sex, pregnancy and maternity, marriage and civil partnership, religion and belief, sexual orientation, gender reassignment and disability; any discrimination with respect to these characteristics will be challenged at all levels.
- Develop a culture where students and staff feel confident and free to be open about their sexuality if they choose to. All gender identities, including non-binary, third gender or transgender, will be respected and accepted by all members of our community.
- Develop a climate of understanding in which religious discrimination is addressed and community cohesion is encouraged.

Progress so far:

- Provided more opportunities to hear from students and staff through student voice focus groups and facilitated staff sessions on specific projects.
- Ran a pulse staff survey on developing culture and living our values.
- Commissioned and delivered events and talks aimed to inform and encourage conversation on creating an anti-discriminatory culture.

What's next:

- Encourage the formation of staff network groups and ensure buy in from senior leaders to enable these groups to function effectively and encourage upward and downward communication channels
- Continue to offer training sessions that focus on this theme at our PD days during the academic year

Theme F – Disclosure

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

Examples include:

- Opportunities will be developed for staff to disclose their protected characteristics.
- We will work towards the achievement of 'Working towards the Disability Confident Employer' award.
- Working with Student Services to capture additional information on our student population related to religious belief and gender identity.

Progress so far:

- We have reviewed the categories used to describe identity to reflect our workforce and the communities we serve.
- **We have reviewed** our processes to link recruitment and employee data which will increase the amount of data we capture on protected characteristics

What's next:

- We will create videos with EDI committee representatives and other volunteers will be made with the aim of dispelling myths around disclosure and encouraging staff and students to disclose information on protected characteristics.

Theme G – Policies and Ways of Working

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

Examples include:

- Reviewing our use of language within policies and procedures to develop terms that are more representative of individual identities, such as the review of the term 'BAME' and the use of pronouns.
- Undertaking an annual gender pay analysis to ensure there are no inequalities.
- Our commitment to equality and inclusion will be embedded in how we work with partners, contractors, and work placement employers.

Progress so far:

- We introduced a new menopause policy to support employees experiencing pre menopause and menopause symptoms
- We will produce Ethnicity Pay Gap reports and undertake analysis of the findings and take action if necessary
- The Gender Pay Gap report is published annually

What's next:

- We will promote amongst employees why it is important to provide their ethnicity data to the organisation to enable accurate reporting and also explain what the data will be used for and what it will not be used for
- Introduce a pay policy for the organisation as a whole

Theme H – Monitoring and Inclusive Communication

Objective - We will be transparent with respect to our diversity monitoring by sharing our data and making public our commitment to change.

Examples include:

- Our student body and our workforce will have multiple channels to voice their experience and views. This will enable people with a diverse range of lived experiences to influence and shape decision-making processes.
- Our Equality Impact Assessment process will become more embedded into our policy, strategy, and decision-making processes.
- We will evolve our diversity monitoring to support us to challenge bias and discrimination in our processes.

Progress so far:

- We have started to work on the 'Why are we asking' campaign and HR Managers will work with their respective Colleges to support a targeted approach. We are also planning a series of events to raise the profile of hidden disabilities starting with neuro diversity.
- We are planning a review of the EDI committees and exploring different methods to engage staff and students with lived experience as LGBTQ, those who identity as being black or minority ethnic, disabled in conversations about Inclusion.
- Continue to host surveys and focus groups for employees and students to voice their opinions.

What's next:

- We will undertake a project to share pronouns and review language.



The Curriculum and Student Support

Curriculum and Student Support

Activities in 2021-22

Equality, Diversity and Inclusion are central to the work of Capital City College Group. This underpins the vision of the Group to transform lives through providing exceptional education and training. The Group's commitment to Equality, Diversity and Inclusion is reflected and is dependent on the continued successful promotion through the curriculum, enrichment activities and the range of direct and indirect student support services. The student enrichment teams run a wide range of programmes all which have our EDI principles embedded within their design and delivery. The following slides highlight some programmes that were also focussed on promoting equality of opportunity and understanding between people who share protected characteristics and those who don't.

Capital City College Group

Mental Health

The Group is committed to improving Mental Health and Wellbeing , about 1,500 learners have participated in mental health and wellbeing activities which include online presentations and workshops on topics such as social anxiety, emotional resilience, meditation and relaxation techniques, exam stress

Well-Being fairs were run across the main campuses as part of Mental Health Awareness Week including the opportunity to visit a mobile wellbeing "zen bus" to participate in wellbeing and mediation. The College has a Senior Mental Health lead in each College who have attended Specialist Mental Health Leadership Training.

Student Enrichment Inclusion Activities

Black History Month Presentations (MS Teams Live)

Black History Month is a celebration of achievements and contributions of the black community within multicultural Britain past and present.

Black Activist Heroes of the LGBTQ Community Talk

This informative and inspirational presentation by Black History Studies shares the story of Black LGBTQ trailblazer activists of past and present who have contributed to World History.

LGBT Sexual Health

Talk delivered by the Terrence Higgins Trust This session focussed on LGBT rights, sexual health services and support groups that students can access.

Ending Violence against Women and Girls

A student Question Time event focused on the issues of sexual harassment and violence against women and girls as part of the college commitment to promoting a safe learning environment for all our students. Supported by Haringey VAWG unit, Solace Women's Aid and Metropolitan Police Service

Holocaust Memorial Day Remembrance

the international day on 27 January to remember the millions of people killed under Nazi Persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur.

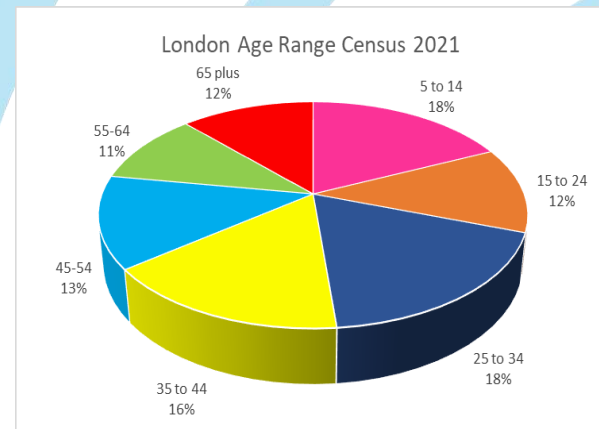
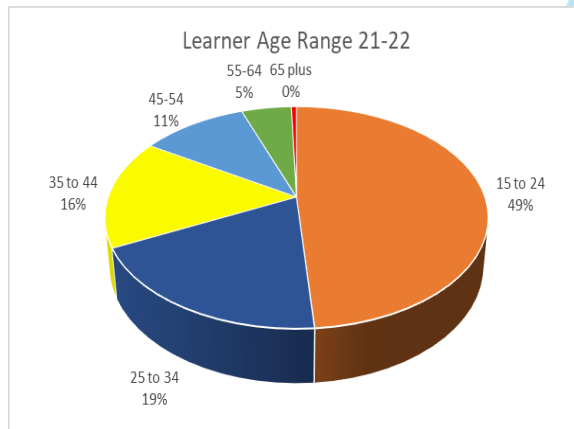
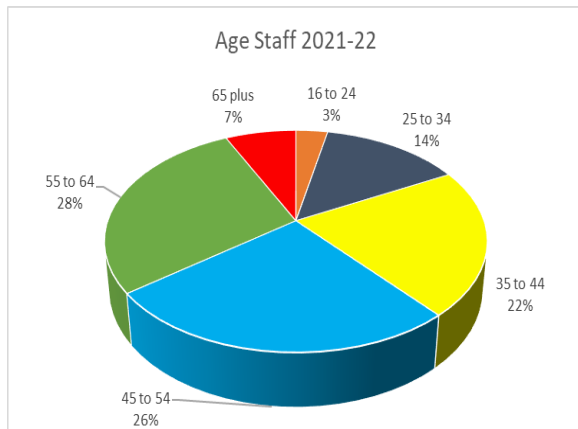




Monitoring Information

2021-22

Age 21-22



The Group has an intake of students and staff from across London, the Census categories age bands are slightly different in how the Group group ages. The staff age has not changed significantly on the previous year. As we are a Further Education college group as expected nearly half our student population are in the 16 – 24 age group. This has reduced by 3% on the previous year in common with other London based Further Education colleges.

Age Overview and Actions

Employees

The highest proportion of employees are in the 55-64 age group (28%). Thereafter the main age groups are 45-54 at (26%) and 35-44 at (22%). The data also shows the Group does have over a third of staff are aged 55 and over. This increased by 2% on 2020-21, while the proportion of age group 16-24 has remained the same as 2020-21.

This reflects the national trend towards a growth in the proportion of older staff in the workforce. The AOC who produce workforce data for the FE sector, report in 2020-21, that although the median age of all staff has not changed substantially over time, there has been an increase in the proportion of older staff, with the percentage of all staff aged 60 and over rising to 16%.

Students

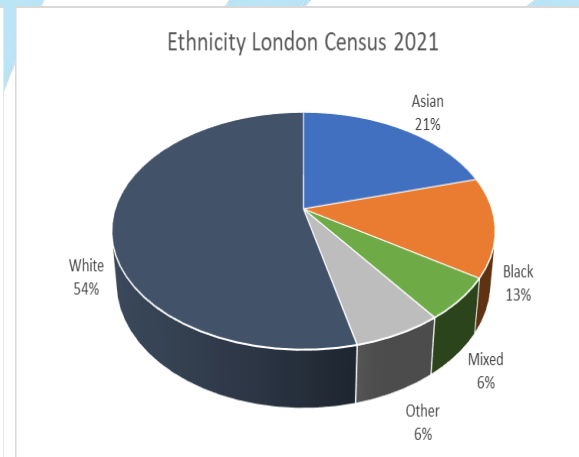
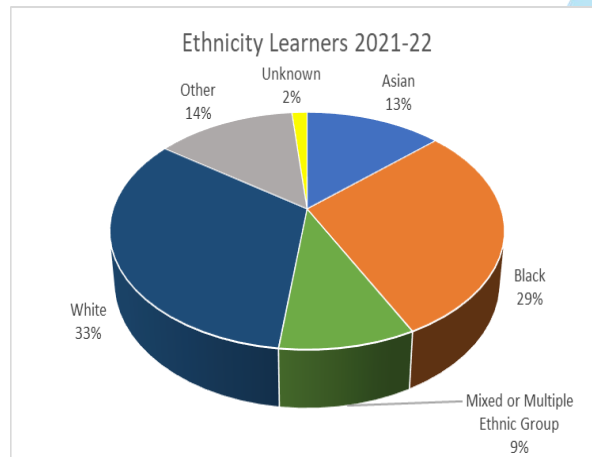
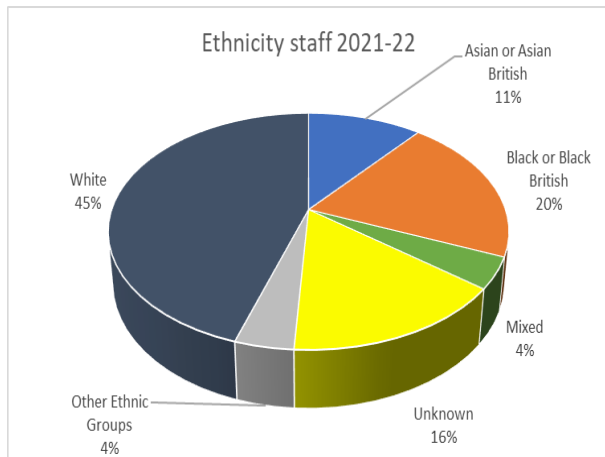
The age profile for learner intake shows students age 16-24 account for 47% of the total number of students in 2021-22.

Actions

We have begun to plan interventions that support succession planning and will use HR monitoring data to help anticipate the implications of the age profile for key posts. This will allow us to future-proof the Group in terms of talent, experience and knowledge retention.



Ethnicity 20-21



The London Census 2021 data covers all age groups including residents of London Boroughs under 16

Ethnicity Overview and Actions

Employees

Our total number of Black, Asian or minority ethnic employees is 39%. Whilst this is an increase of 6% on 2019-20 and 1% on 2020-21, it is comparable to the London average of (40%)

There are 20% of employees who identify as Black which is the same as the previous year and 29% of students within the same category which is similar to the previous year. There are 16% of employees where ethnicity is unknown. This includes 4% of employees who selected prefer not to say.

Students

65% of our student population identify as being from an ethnic minority group. This is in line with other similar inner-city colleges within England.

Actions

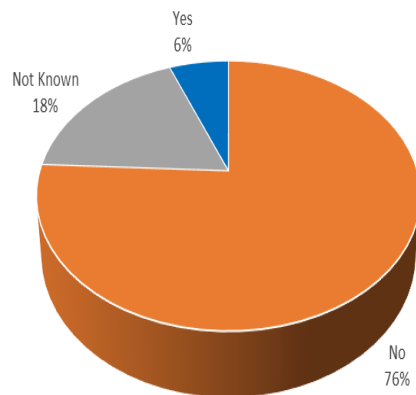
We will continue to encourage employees to declare their ethnicity. We plan to continue with the reverse mentoring programme to support future leaders from underrepresented groups to develop their career whilst mentoring Senior Leaders in their experience within the Group.



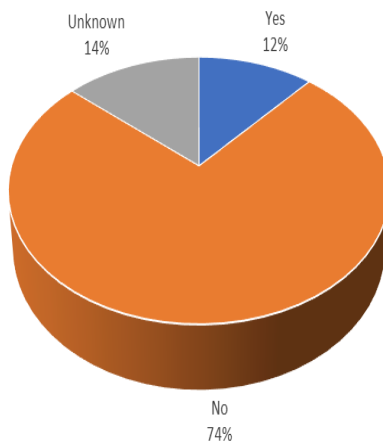
*This figure is based on 2011 census the workforce data for 2021 census is available 8th December 2022. Based on other 2021 census results this % is likely to be higher

Disability 21-22

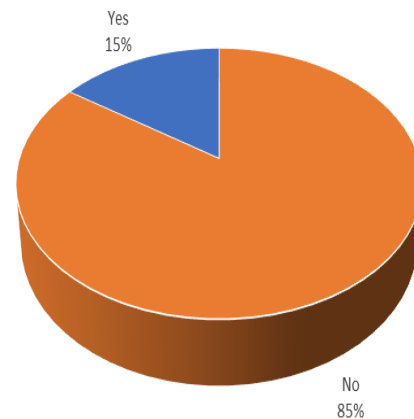
Disability Staff 2021-22



Disability, Learners 2021-22



Disability -UK Workforce 2020



*ONS Data 2021 - A08: Labour market status of disabled people

Disability Overview and Actions

Employees

The current overall proportion of employees declaring a disability is at 6%. This is 1% more than 2020-21. The disclosure of disability below the 15% for the general UK workforce. The level of unknown for the Group has reduced by 4% following awareness raising that has taken place led by EDI committees. The Group holds Level 1 of the Employers 'A Disability Confident Committed' award.

Students

The number of students who have declared a disability is 12%, which has increased on 2020-21 by 1% . The number of students where disability is unknown is 14% which has decreased by 9% on 2020-21 this is due to a change in how information is recorded.

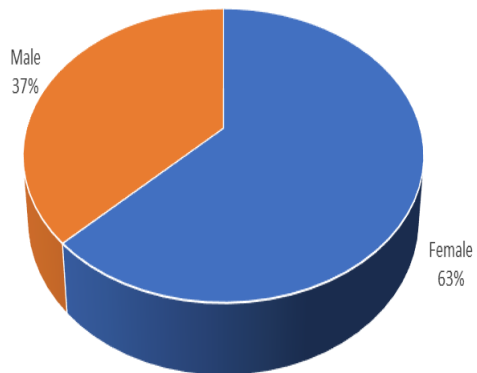
Actions

The group has made a commitment to work towards Level 2 of the 'A Disability Confident Committed' Employer award, such as:

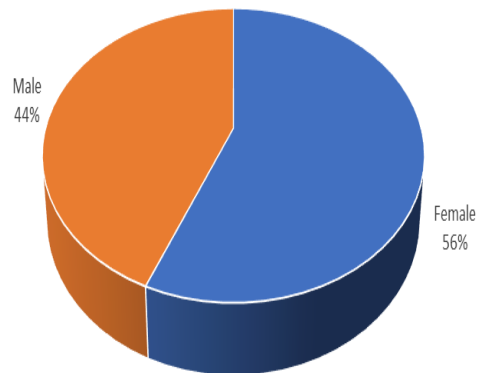
- Consult with colleagues who have a disability on their perception of issues, barriers or concerns
- Support employees to manage their disabilities or health conditions
- Ensure managers are aware of how they can support those with disabilities
- Raise awareness of hidden disabilities and make adjustments where possible to provide a more accessible experience for students and staff including training on making learning more accessible and making the recruitment and induction process more accessible.
- Work to increase self-declaration of disability for both staff and students to enable the Group to plan and support will continue.

Gender 21-22

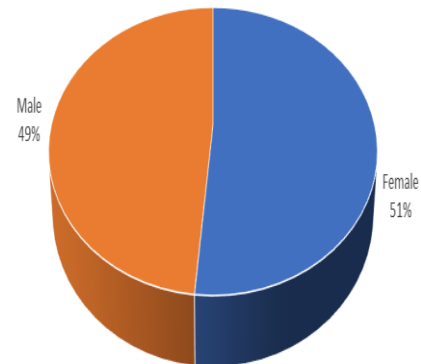
Gender Staff 2021-22



Gender Learners 2021-22



Gender Census 2021 London Boroughs



Gender Overview and Actions

Employees

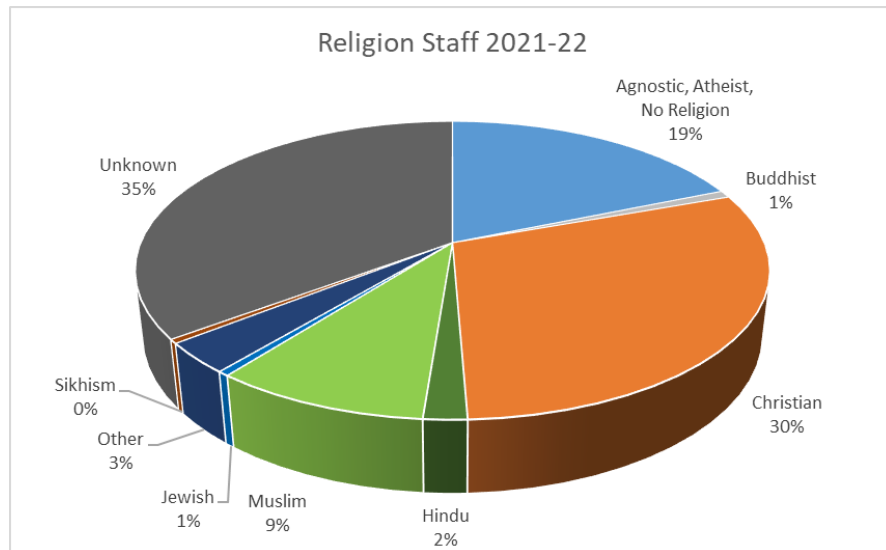
63% of employees are Female and 37% of employees are Male. This is comparable with the FE college *norm 64% employees are female and 36% are male.

The HR system has the option to select Other in addition to Male and Female. However, there are no employees who have selected this category. We have reviewed our harmonised HR policies to ensure they are inclusive of all gender identities. **Students** 56% of our students are Female and 44% are Male. This information is based on ILR data, which gives a binary choice. Our EDI committees have been working with students on gender identity to raise awareness of Transphobia and provide support to students who are looking for support with their gender identity.

Actions

In this coming year we will be launching a consultation on the labels we use to identify gender including how to include pronouns in our day-to-day work. We will be introducing the option to update gender identity information via employee self service in 2023 and will be integrated into the upgrade to our active directory to ensure information will then appear automatically in all relevant systems

Religion and Belief 21-22



Staff

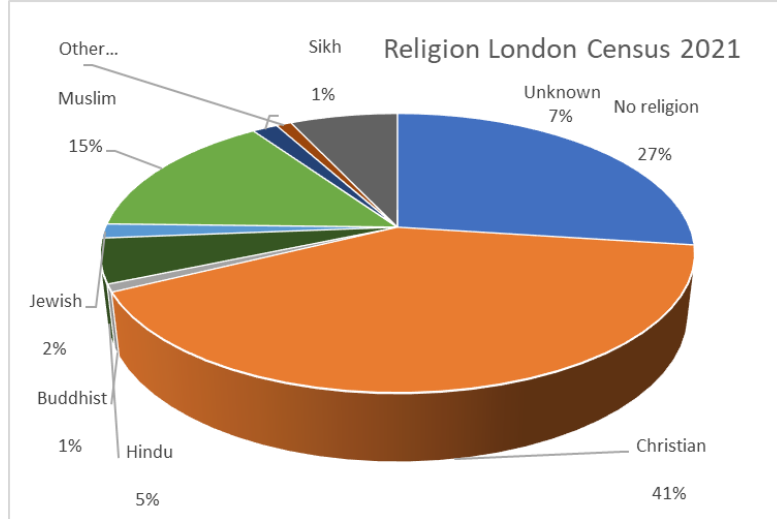
It appears that our employees are representative of our local community in the areas in which we operate.

A campaign to raise the importance of declaring sensitive information has resulted in reducing the number of staff where their religion is unknown from 51% in 2019-20 to 35%, the proportion of each religion overall remains similar.

The Group imposes no formal dress code on its students or staff and welcomes the variety of appearances resulting from individual styles and choices. The wearing of items arising from cultural/religious norms (e.g., hijab, kippah, mangal sutra) is seen as part of this diversity.

Multi-faith prayer rooms are available at our main sites and our EDI committee have undertaken a review of availability of suitable spaces at our smaller venues. This is published on our Intranet for staff and students to ensure all have access to practice their faith.

Religion and Belief 21-22



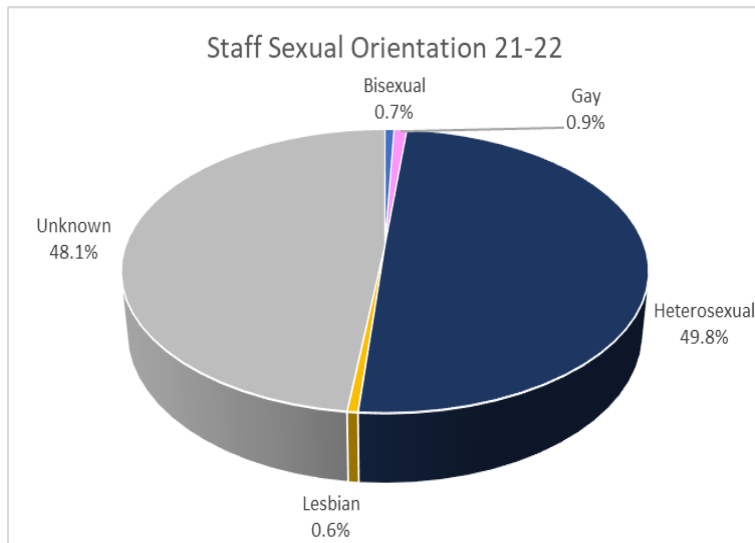
Learners

We do not currently hold data on the religion of our student population.

The Census data from London 2021 shows only 7% of residents declined to complete the section on religious belief.

The proportion of each defined religious belief declared in the census is similar to the workforce within the Group.

Sexual Orientation



Staff

The number of employees who have declared their sexual orientation is 49.8% which is an increase on 2019-20 of 21.52%. This is a result of a campaign to improve the data we hold on sensitive information. We will continue to encourage employees to share this information.

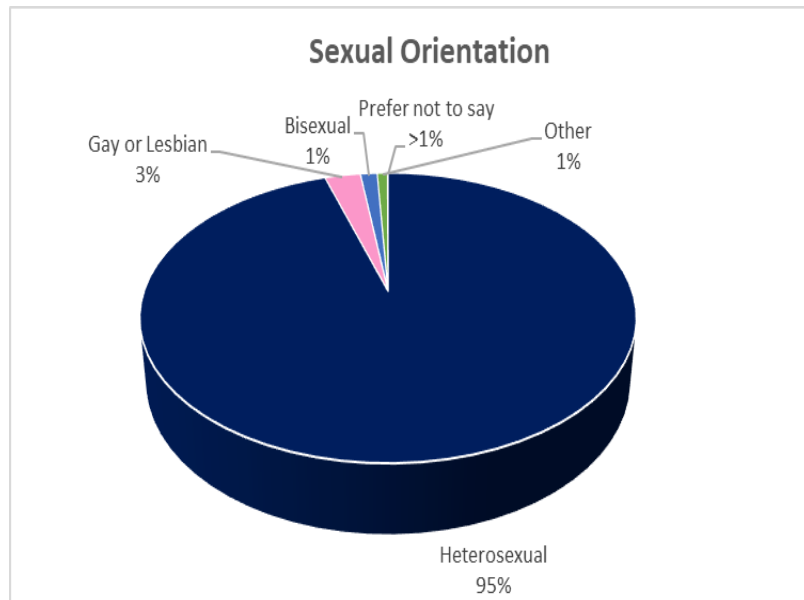
Students

We do not currently hold data on the sexual orientation of our student population.

Census

The 2011 census did not capture sexual orientation. However, for the first time in 2021 there was the option to include sexual orientation and gender identity in responses. The result of the census will be published in January 2023.

Sexual Orientation



The data from the graph displayed is from the ONS Annual Population Survey which was last undertaken in 2019. The survey has responses from around 320,000 individuals per year who are all over 16.

Actions

The number of staff who have self-disclosed as gay, lesbian, bisexual is approximately 2% lower than the national population survey.

From focus groups that took place in 2020/21 we are aware there are staff and students who are looking for peer support. In 2020-23 we will work with our EDI committees to support the creation of LGBTQ+ network to help us provide an inclusive culture as outlined in our new EDI Objectives.



Starter and Leaver Data

Recruitment

2020-2021

We want our workforce to be more representative of all sections of society at all levels in the organisation. The range of perspectives and experience diversity brings is an asset to our organisation and we want to create an inclusive, welcoming environment for students and employees.

We strive to ensure that opportunities at CCCG are open to all. We treat all job applications equally, regardless of age, disability, gender identity or gender expression, race, ethnicity, religion or belief, sex, sexual orientation or any other equality characteristic.

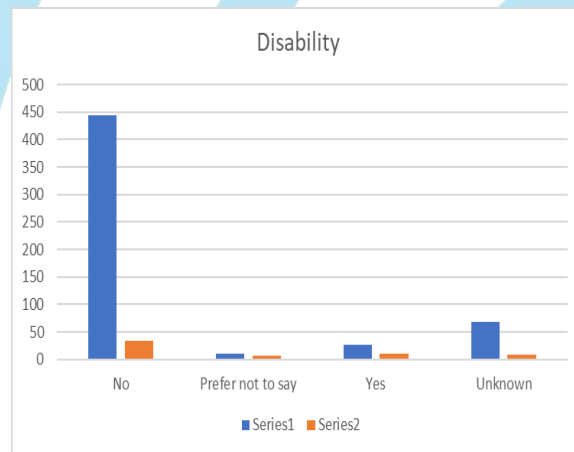
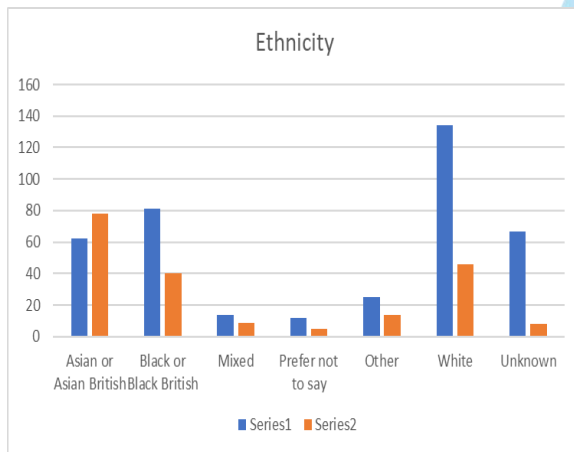
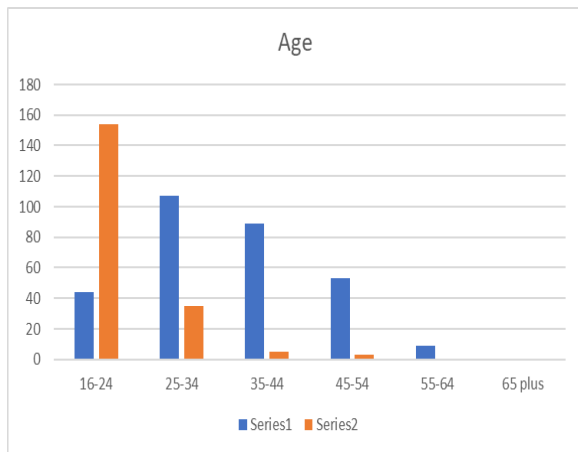
In 2020-21 there were **619 applications for roles and 250 hired**. This includes existing employees who were promoted or moved to a new role within the group. The highest number of applicants were white, female and under 35-44.

We have created a new Recruitment Team and will be further developing the reporting capacity in 2022. This will allow us to undertake further analysis into workforce development and career pathways including how to develop future leaders from underrepresented groups.



Recruitment Data

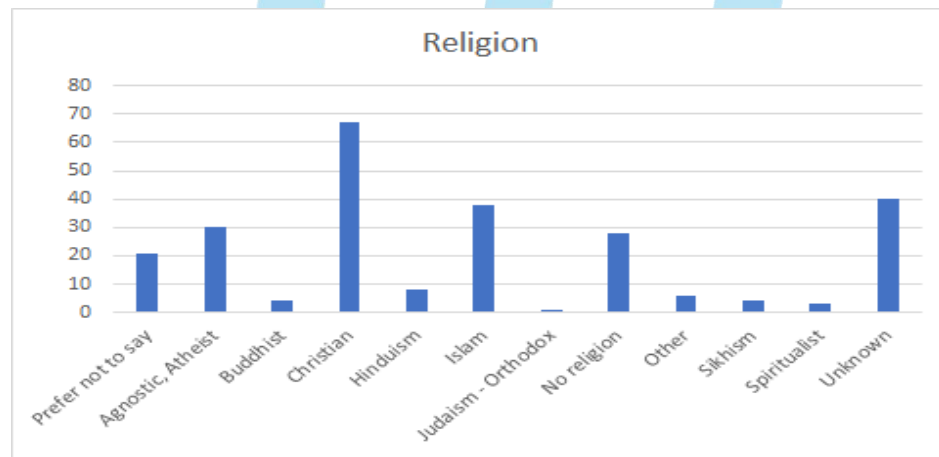
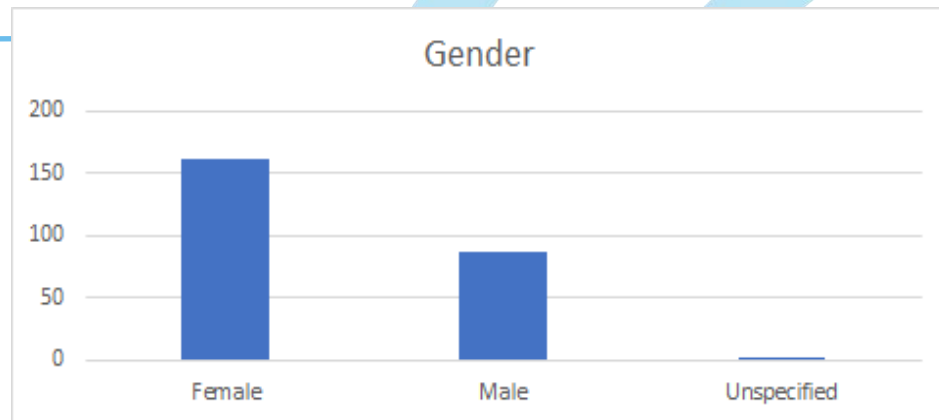
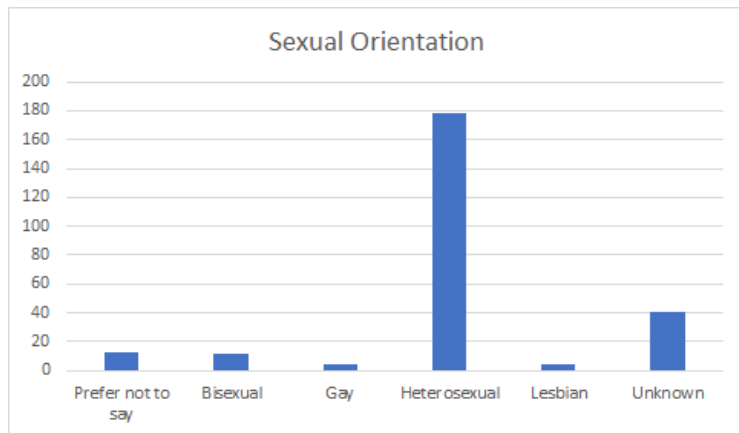
Hires by Protected Characteristic 2021-22



Series 2 – Enrolment staff who work with us for a short time and are recruited mainly from our student population

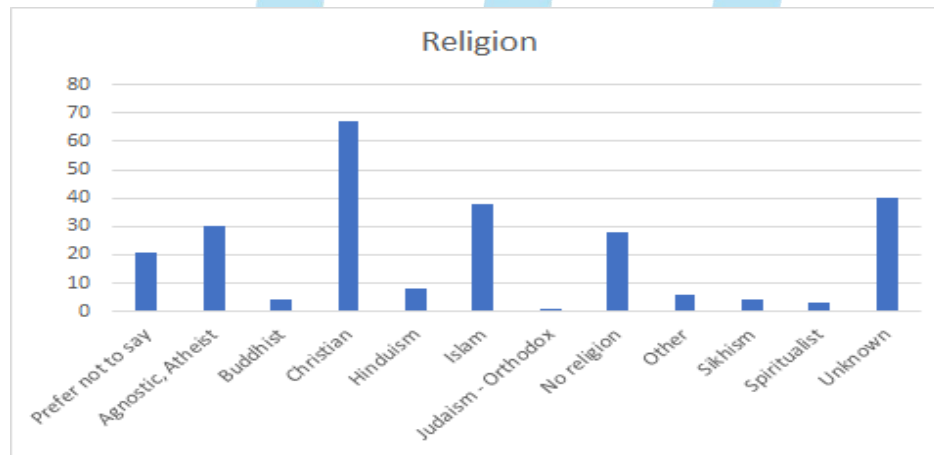
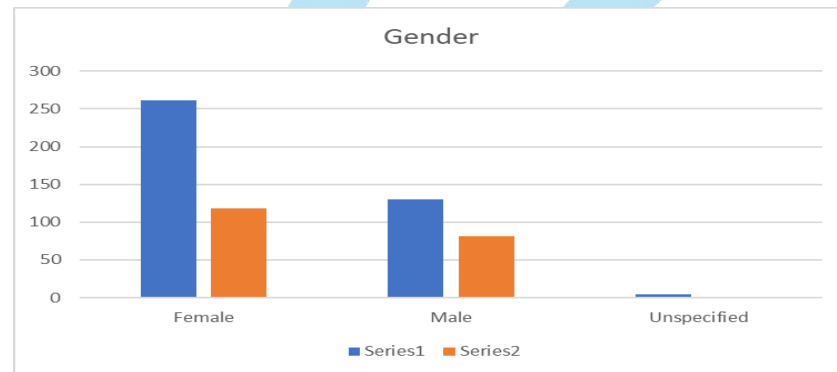
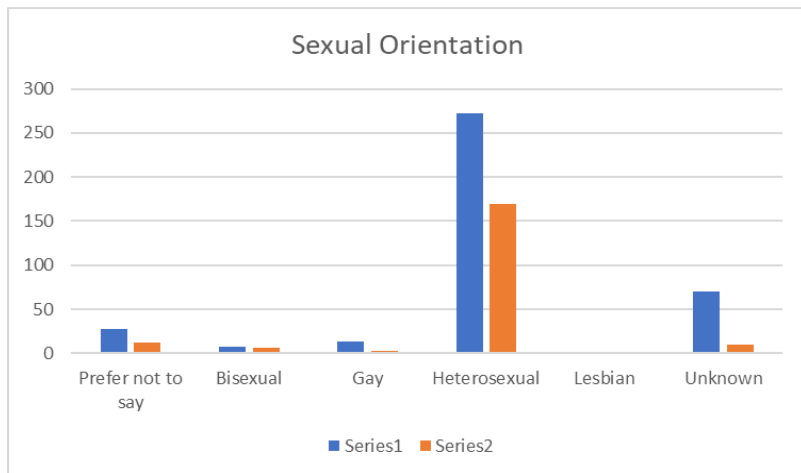
Recruitment Data

Hires by Protected Characteristic 2020-21



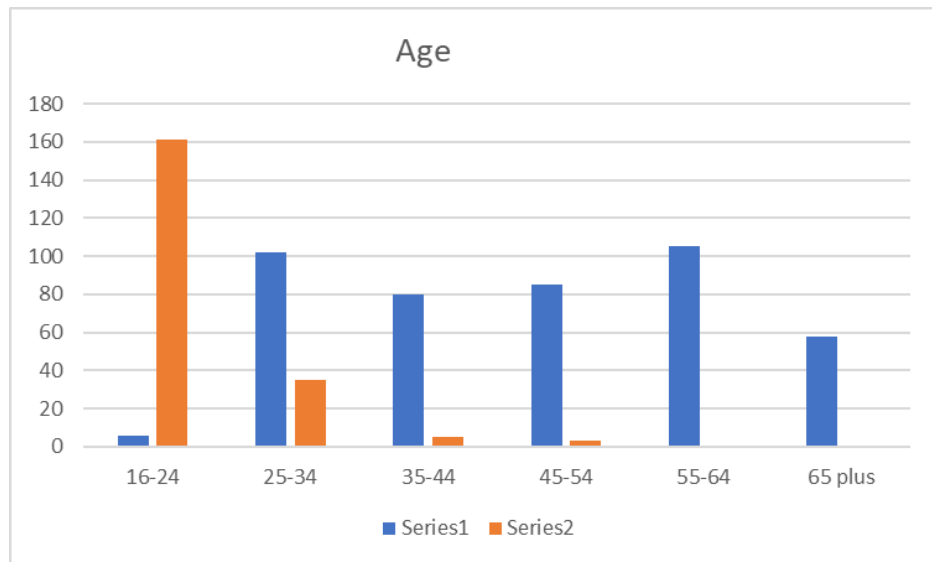
Recruitment Data

Hires by Protected Characteristic 2021-22



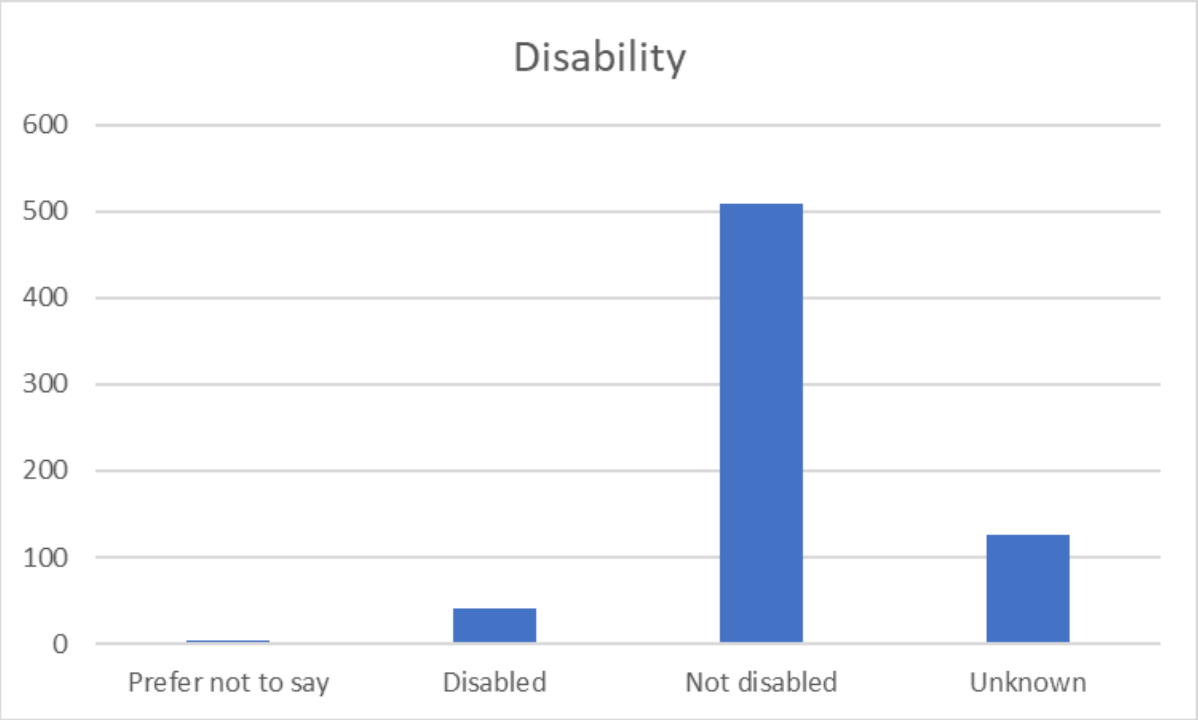
Leavers- Age 21-22

The leavers by age groups shows the highest number of leavers was from the 16-24 age group however the Orange bar shows the Enrolment Staff who are with the Group for a short time (Series 2) . Discounting Enrolment staff the highest number of leavers are those in the 55-64 group and those in 25-34 Group.



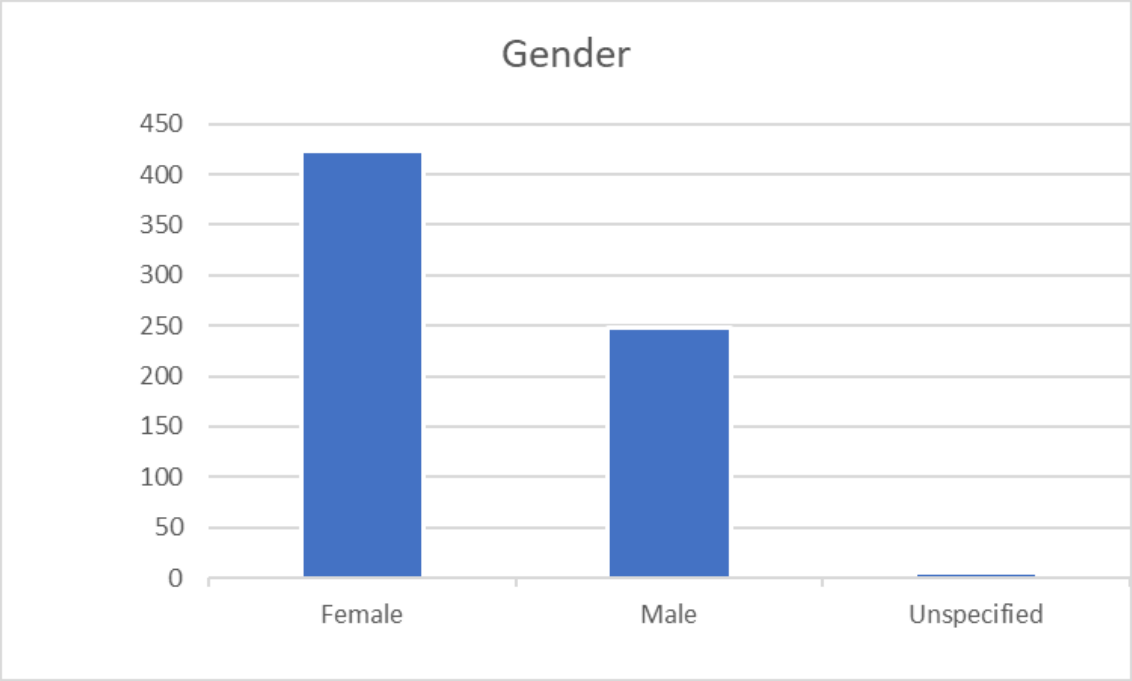
Leavers- Disability 21-22

The percentage of leavers who have disclosed their disability is 6% which is the same as overall percentage of staff who have disclosed their disability.



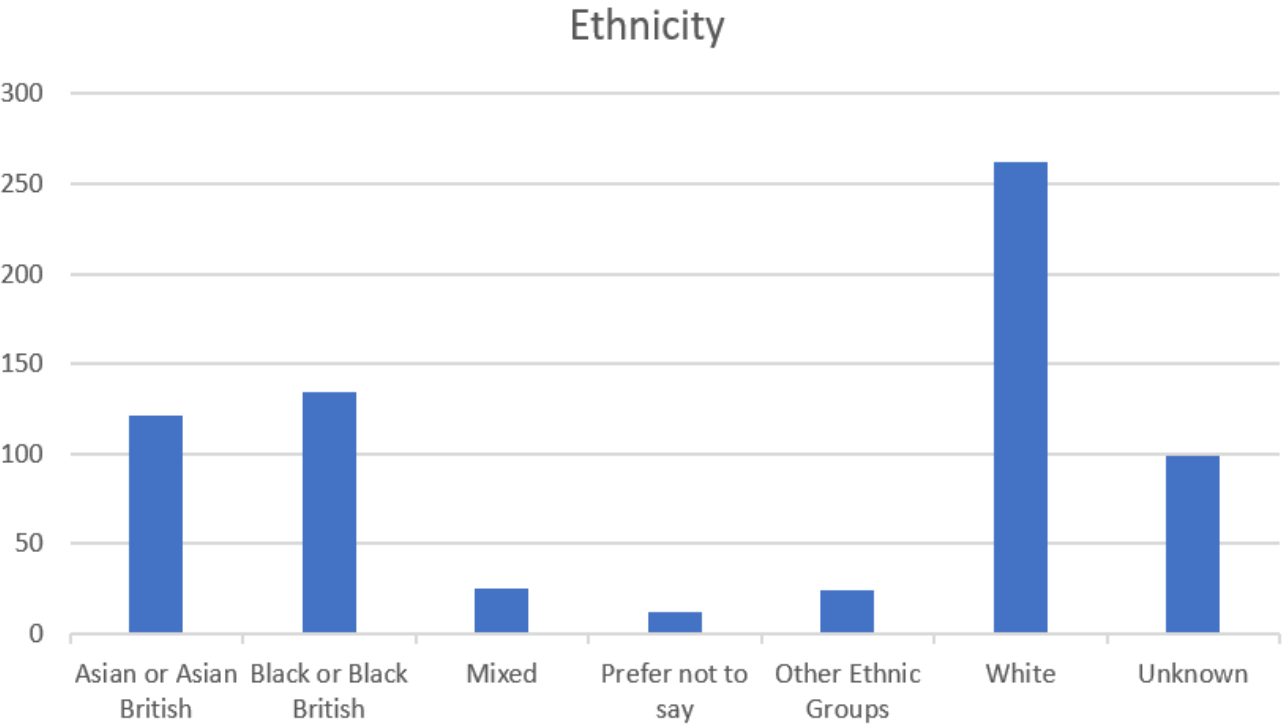
Leavers Gender 21-22

The percentage of Female employees leaving the organisation is higher than males. As there are more females within the Group so this is not surprising.



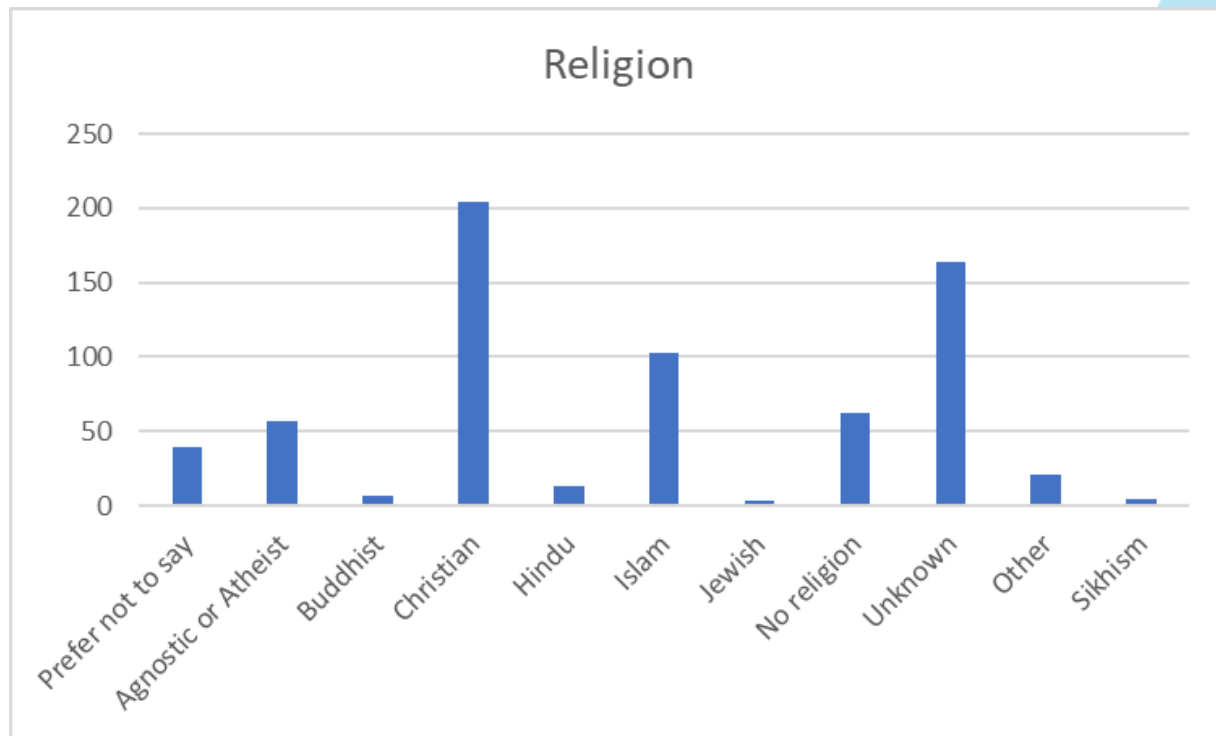
Leavers by Ethnicity 21-22

The percentage of employees who left in 20-21 reflects the ethnicity of the workforce.



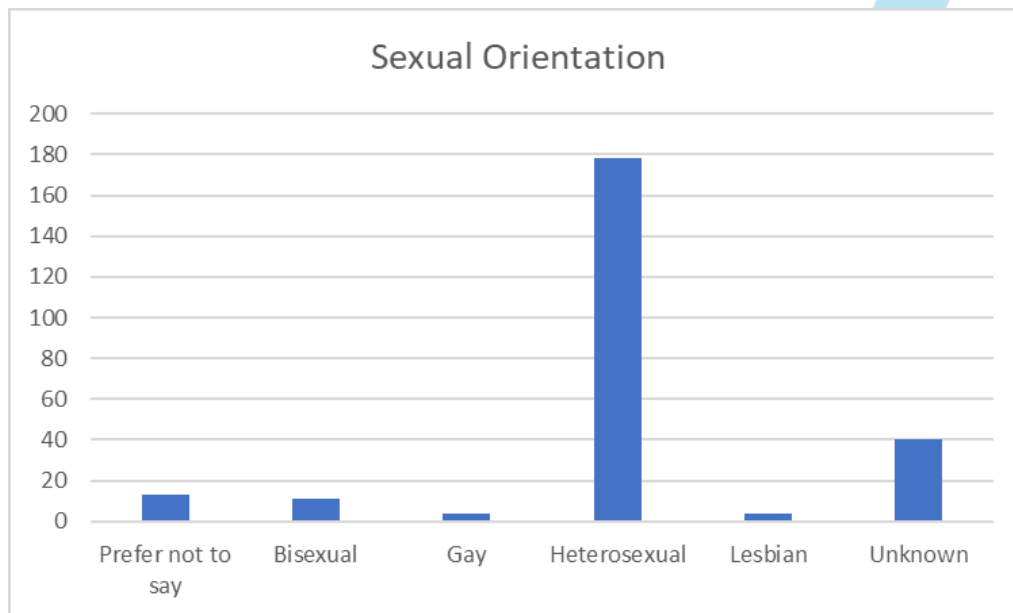
Leavers Religion 21-22

The top three religions that staff identify with in the Group are No Religion or Agnostic or Atheist, Christianity followed by Islam.



Leavers Sexual Orientation 21-22

The % leavers by sexual orientation is consistent with the workforce.





Capital
City
College
Group

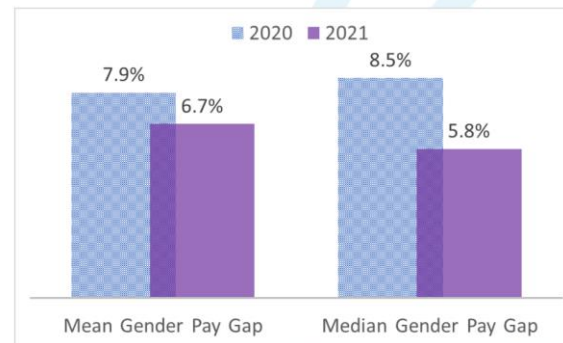
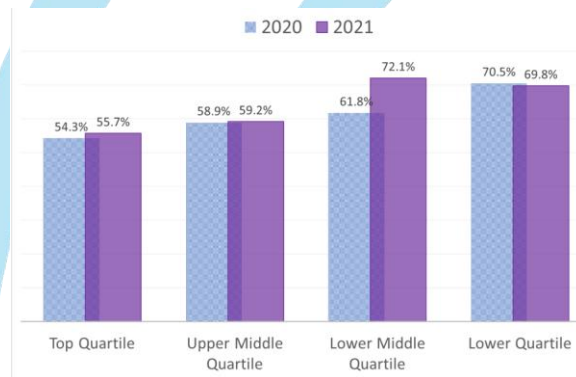
Pay Gap Reporting

Gender Pay Gap

CCCG's gender pay gap has continued to reduce. The mean gap has decreased from 7.9% to 6.7%. The median gender pay gap has reduced from 8.5% to 5.8%.

Our Pay Gap information is available on the CCG website in full and is published in April each year.

In 2020-21 there has been a considerable increase in the lower middle quartile and small increases in the upper middle and top quartiles with a minor decrease in the percentage of women making up the lower quartile of pay



Future Areas of Focus

2022-2024

We will continue to work and consult with:

- Our Equality, Diversity and Inclusion Network
- Student Networks
- The Board
- External experts

We will progress on actions outlined under the eight objective themes to ensure we meet our Group Strategy of having an inclusive College Group.



