

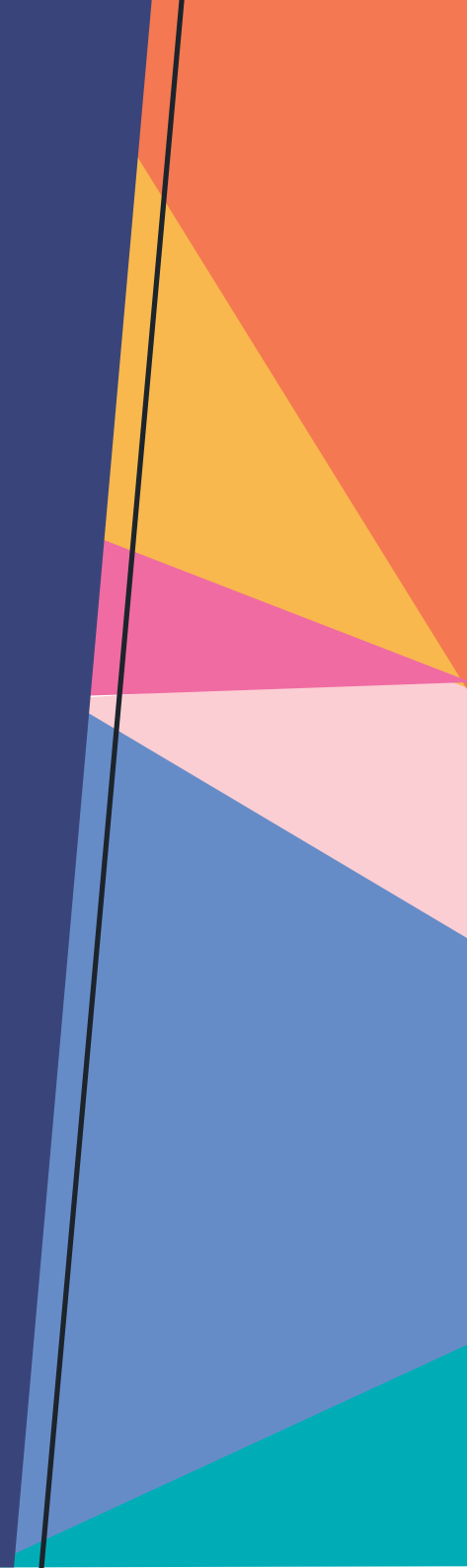


LEEDS CITY
COLLEGE

2017/ 2018

**EQUALITY, DIVERSITY
AND INCLUSION**

ANNUAL REPORT





1.0

INTRODUCTION

This report sets out how Leeds City College is meeting its duties under the Equality Act 2010. As highlighted by the Public Sector Equality Duty, each public authority must publish information to demonstrate compliance with the duty, which includes information relating to staff and students. The college should also publish specific and measurable equality objectives.

The report provides a summary of headline equality and diversity data for 2017/18 and an overview of key achievements, activities and actions in relation to both students and staff. The college has made good progress in 2017/18 in embedding equality and diversity into core business activities.

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1.2

ABOUT THE COLLEGE

Leeds City College is one of the largest general further education establishments in the country. We operate across three main campuses and a number of centres in Leeds. The college has a broad curriculum of academic, vocational and skills based qualifications.

The college delivers over 20,000 funded qualifications over 5,000 16-18 year old learners on study programmes, over 9,000 adults and 1,000 apprentices. Nearly 200 14-16 year olds are directly enrolled at the college. The college employs around 1,320 staff.

During the most recent OFSTED inspection the college was ranked as Good and Outstanding for its 14-16 and High Needs provision, and as well as for Personal Development, Behaviour and Welfare. The inspection report highlighted that EDI formed a part of every area of inspection across college and EDI is embedded in the curriculum.

A significant proportion of students at the college come from areas that are in the highest indices of both social and economic deprivation ratings. The college ranks in the lowest decile for deprivation in the country and learners of all levels for both age groups sit in quartile 1 (most deprived). Over 50% of leavers are recruited from the poorest 10% of postcodes.

During 2017-18, over 6,000 students benefited from travel passes, meals and other course related costs and 84% of students said that funds they receive help them stay on their course. Retention for beneficiaries was in line with whole college retention, demonstrating the impact of strategies to retain disadvantaged students.

We have an inclusive, respectful and restorative approach, which creates a culture that values individual strengths yet supports and builds resilience, skills and a sense of community. 95% of students in the 2017 induction survey agreed that 'students of different backgrounds work well together', 3% above the sector benchmark. The college entered the National Centre for Diversity Top 100 Awards in 2017.

1.3

OUR PRINCIPLES & VALUES

The college values are the framework for the LCC brand and ethos. Our vision at Leeds City College is to be a UK leader in vocational and academic education. Our mission is to create learning environments where every individual student can achieve their full potential.

We strive to constantly improve and progress towards these goals by ensuring we have a clear understanding of our values, evident at every touch point; in our teaching, our communications, our people, our buildings, our culture and ultimately our students. It is what people expect of us and what we expect of ourselves.



1.4

THE EQUALITY DUTY

The college takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change.

The college works to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Acts
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 was introduced to promote the equal and fair treatment of all. The act highlights nine protected characteristics:

AGE

The Act protects individuals from discrimination based on age although there are some circumstances when being treated differently due to age is lawful, explained below.

DISABILITY

The 2010 Act includes protection arising from disability and states that it is unfair to treat a disabled person unfavourably because of something connected with a disability.

GENDER REASSIGNMENT

It is discriminatory to treat people who propose to start to or have completed a process to change their gender less favourably, for example, because they are absent from work for this reason.

MARRIAGE & CIVIL PARTNERSHIP

The Act protects employees who are married or in a civil partnership. Single people are however not covered by the legislation against discrimination.

PREGNANCY & MATERNITY

The Act protects women against discrimination because they are pregnant or have given birth.

RACE

The Act protects people against discrimination on the grounds of their race, which includes colour, nationality, ethnic or national origin.

RELIGION OR BELIEF

The Act protects people against discrimination on the grounds of their religion or their belief, including a lack of any belief.

SEX

The Act protects both men and women against discrimination on the grounds of their sex, for example paying women less than men for doing the same job.

SEXUAL ORIENTATION

The Act protects bisexual, gay, heterosexual and lesbian people from discrimination on the grounds of their sexual orientation.

1.5

MANAGING EQUALITY, DIVERSITY & INCLUSION

The college is committed to creating and maintaining an inclusive working and learning environment that respects and celebrates difference. We aim to provide a community where everyone feels able to participate fully in college life and achieve their full potential.

The college's commitment to EDI is endorsed and led by the college leadership team and governors. The goal is to ensure that commitment translates into action across the whole college community and that equality and fairness become embedded into everyday activities.

At Leeds City College, there is a structured approach to equality, diversity and inclusion to help embed it across all levels of college life including governors, senior leaders, staff and students. An EDI Strategy underpins the work that goes on across college (accessed via the Leeds City College website). All staff can access information on EDI through the staff intranet, and students can access the student intranet and Student Union website.

STAFF FORUMS

Leeds City College runs three staff forums: BAME (Black, Asian and Minority Ethnicities, LGBT+ (Lesbian, Gay, Bisexual, Transgender+) and the Disability Forums.

EDI CHAMPIONS

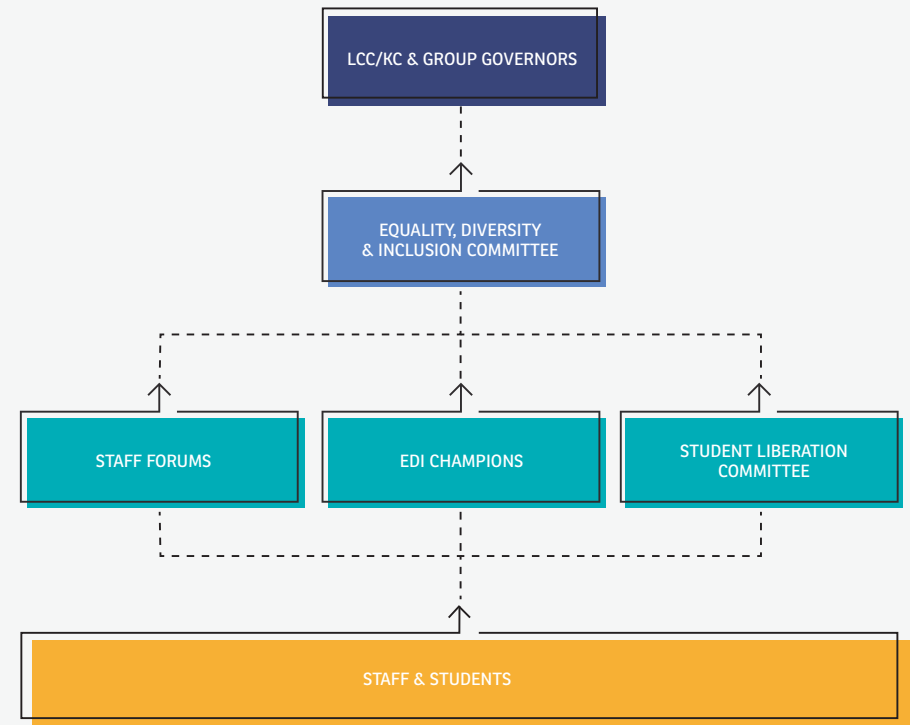
The EDI Champions' network was launched across 2017/2018. This is a network of staff and apprentices from curriculum departments, Student Life and business support teams. The Student Union Liberation Committee are part of the network. The EDI champions develop expertise in EDI, contribute to development and change, offer advice to departments and take part in to campaigns.

STUDENT UNION LIBERATION COMMITTEE

This is a group of elected Student Union Executive Officers from the BAME, Disability, LGBTQ+ and women's groups who meet to develop campaigns and discuss issues. The members attend the EDI Champions network and the Student's Union president is a full member of the college senior leadership group and college governors body.

GROUP EDI COMMITTEE

The EDI committee is chaired by the college group's EDI link governor and has representatives from across the group. The committee monitors equality at a strategic level, including the EDI Objectives and gives members the opportunity to share best practice and protects against the key issues affecting staff and students. The committee reports into governor meetings.



OUR EQUALITY OBJECTIVES

During the academic year 2017/18 Leeds City College undertook an extensive consultation on new EDI objectives for the next four years. The new objectives are values driven and were informed by staff and student data and student voice. They are aligned with the LCC and group strategic objectives. An action plan is in place to monitor delivery against the objectives.

The college Quality Improvement Plan specifies the detailed actions, timescales, targets and responsibilities identified to deliver the objectives. The plan is monitored by the Group Equality, Diversity and Inclusion Committee. Regular reports are presented at the college and group boards.

1 PROMOTING SOCIAL MOBILITY

We raise aspirations and improve outcomes for all students and staff with protected characteristics.

4 CELEBRATING DIVERSITY

We seek and create opportunities to celebrate diversity.

2 ACCESSIBILITY FOR ALL

We promote respect and are inclusive regardless of ability, disability or mental wellbeing.

5 CHALLENGING DISCRIMINATION

We promote a culture of mutual respect, tolerance, democracy and individual liberty.

3 VOICE & INFLUENCE

We promote a diverse culture where everyone can shape and promote equality in the college.

6 PROMOTING WELLBEING

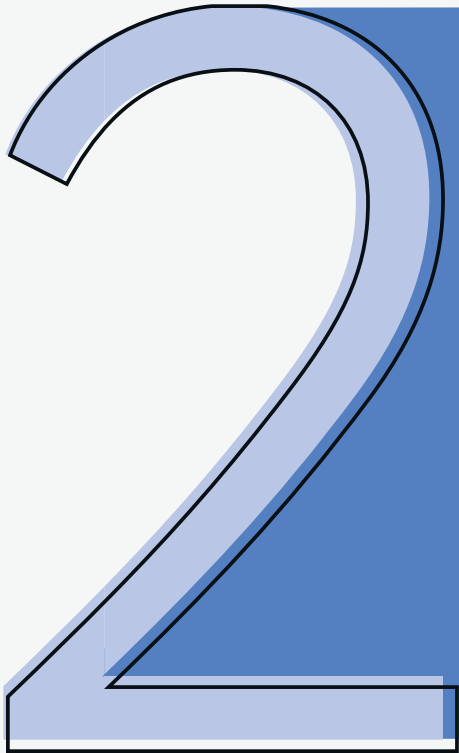
We invest in and promote a culture of mindfulness, positive mental health and wellbeing.

PROMOTING SOCIAL MOBILITY

Through raising aspirations and improving outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation. We will promote social mobility by:

- Recognising the impact of protected characteristics on social mobility and life outcomes. By analysing outcomes and performance data, including staff profile, we will better understand its impact.
- Developing programmes of activities for students and staff with protected characteristic to harness talent, develop career inspiration and fulfil potential.
- Ensuring retention and attainment gaps are identified and addressed to maximise progression for all students.
- Developing relationships with local communities and external stakeholders, particularly those representing protected groups, to deliver our equality objectives.
- Promoting work experience and employer led activities to extend the experience of students.





ACCESSIBILITY FOR ALL

We will champion accessibility of the curriculum and the college environment, improve physical accessibility, challenge ability discrimination and promote respect and are inclusive regardless of ability, disability or mental wellbeing. We will do this by:

- Adhering to government accessibility guidelines in all our published, digital and teaching, learning and assessment materials and aspire to exceed this by embracing best practice wherever possible.
- Improving the way we identify and meet additional support needs for all students, apprentices, staff and users, who may be visitors or members of the public.
- Raising awareness of the impact of hidden disabilities on participation and inclusion in college life.
- Improving the visibility and profile of staff, students and visitors with disabilities.



3

VOICE & INFLUENCE

We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the college and local communities. We will do this by:

- Working with the wider student and staff body to increase engagement, influence and co-production in our equality, diversity and inclusion objectives and action plans.
- Developing the knowledge, confidence and awareness of EDI Champions and the student union liberation committee to have a strong EDI voice in their study, work and social environments.
- Coordinating campaigns and activities for students and staff to plan, co-produce and lead activities which challenge non-inclusive behaviours.
- Creating opportunities for staff and students to engage with local communities and networks, to share best practice and build links with external groups.



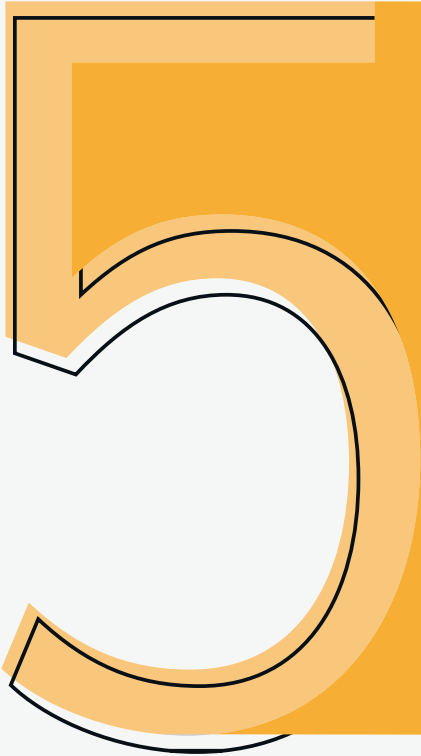


CELEBRATING DIVERSITY

We will seek and create opportunities to celebrate diversity, being responsive around the needs of the college community and ensure excellence through inclusion. We will do this by:

- Celebrating the differences between members of the college community with actions, words and images, drawing on diversity in its broadest sense.
- Improving the diversity of the workforce to better reflect the profile of our students, and addressing under representation of protected groups, particularly in college management roles.
- Monitoring the take-up of development opportunities for students and staff and evaluating feedback on student and staff experience and outcomes by equality characteristic to identify and address performance gaps in experience or outcome.
- Reviewing college policies and practices for students and staff to ensure they are inclusive in both language and impact.



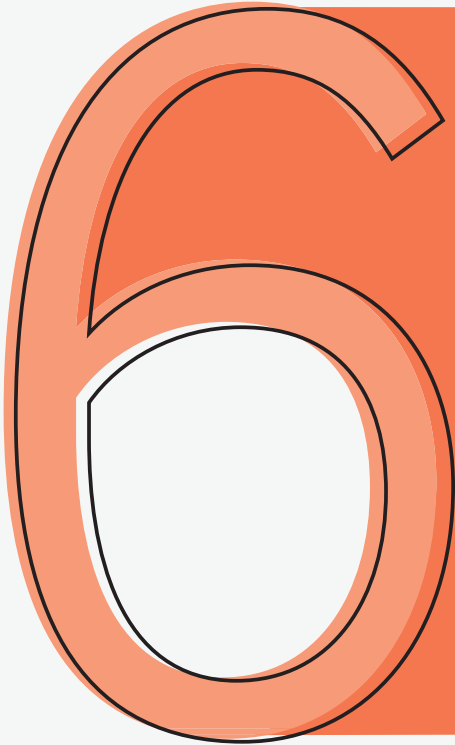


CHALLENGING DISCRIMINATION

We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications. We will do this by:

- Challenging stereotyping and working practices which may reinforce systemic disadvantage, including gender stereotyping.
- Training staff and developing curriculum resources to raise awareness of unconscious bias.
- Providing opportunities for staff and students to develop the skills, knowledge and confidence to challenge behaviours which are oppressive, disrespectful, intimidating or bullying through restorative approaches.
- Aspiring to create a safe and harmonious learning and working environment for all members of the college community, free from physical risks, bullying or harassment.





PROMOTING WELLBEING

We will invest in and promote a culture of mindfulness, positive mental health and wellbeing across the colleges. We will do this by:

- Providing access for staff and students to enrichment activities and opportunities to support their mental health and emotional wellbeing, including community engagement, social action and promoting a healthy lifestyle.
- Enrichment activities and training opportunities for staff explicitly, teaching emotional wellbeing, healthy lifestyles, restorative approaches and strategies to build resistance.
- Creating a culture of safe disclosure around mental wellbeing and encouraging a life-work balance.
- Recognising that risk or vulnerability of students and staff may be heightened due to protected characteristics.
- Developing relationships with multi-faith organisations to meet the needs of a diverse student and staff body.



3.0

LEEDS CITY COLLEGE STUDENTS

Leeds City College students come from a variety of backgrounds which creates a rich and diverse community and learning environment.

	Female (%)	Male (%)	BAME (%)	White British (%)	Declared Disability (%)	Living in a Deprived Area (%)
17/18 LCC Learners	56.9	43.1	40.6	59.4	22.2	37.6
16/17 LCC Learners	54.3	45.7	38.8	59.2	16.2	35.2
15/16 LCC Learners	54.8	45.1	52.9	47.1	26.5	37.3
15/16 Leeds Population	50.9	49.1	18.9	79.6	Not available	22.9

The majority of the college's learners are female (56.9%) and 40.6% of learners who declared their ethnicity are from a BAME background, compared to 18.9% of the Leeds population. The college's provision in English as a Second Language (ESOL), Job Centre Plus and Community Learning accounts for 47% of all BME learners. This provision is almost entirely for adult learners.

The percentage of the college's learners who have declared a disability is 22.2%, which has increased from 16.2% in 2016/17, when under-reporting was identified as an issue. The percentage of learners who live in a deprived area is 37.6% in comparison with 26.1% of the households in Leeds.

The data is drawn from all available equality monitoring information.

3.1

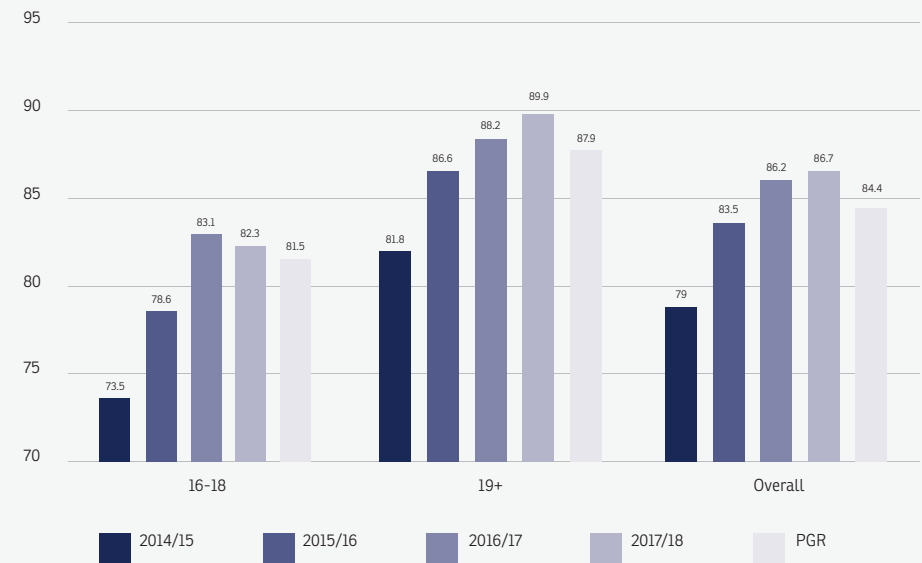
ACHIEVEMENT RATES

Achievement rates have continued to improve for all students; the achievement rate for 2017/18 is 86.7%, which represents a 3.2% point increase since 2015/16.

3.2 AGE

Achievement rates continue to be good for 16-18 year-old learners at 83% which is above the provider group rate. Adult learning achievement rates have continued to increase for the 9,200 learners completing 14,000 aims, and are now 2% points above provider group rates at just under 90%.

Achievement Rate Trend - compared with PGR (Provider Group Rate)



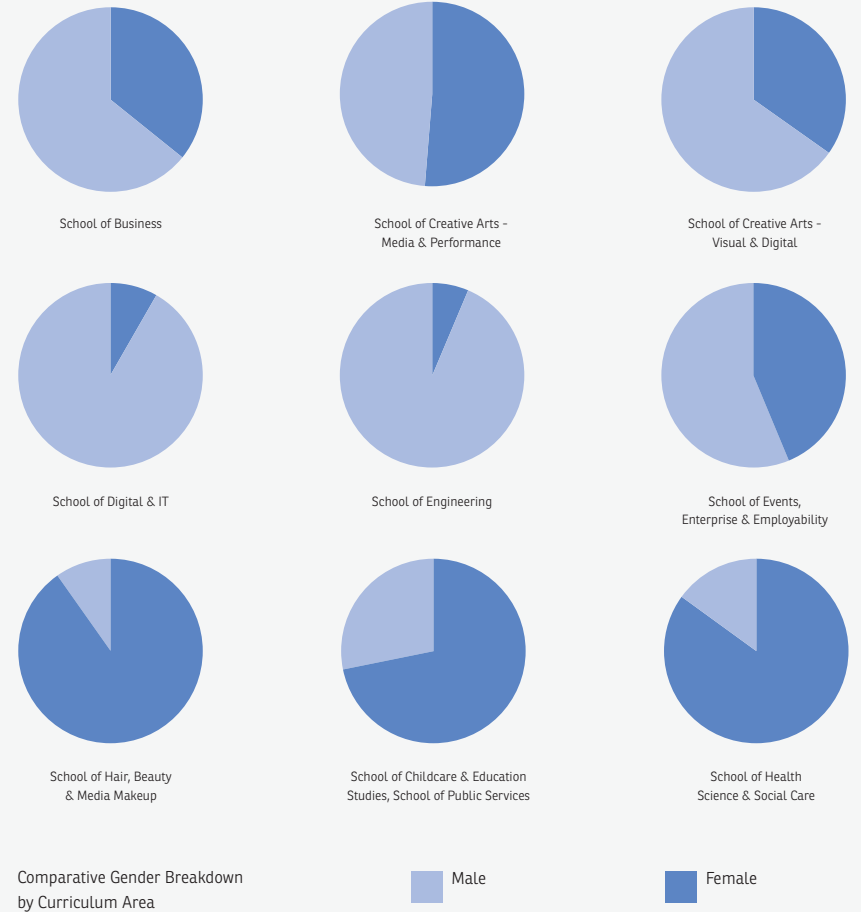
The data presented is based on enrolment numbers for achievement rates and not by headcount.

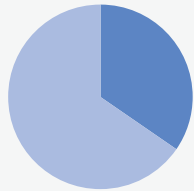
3.3 GENDER

There are no significant achievement gaps by gender; although in line with the national trend female learners outperform their male counterparts. The gap has widened from a position of 0.8% points in 2016/17 to 1.7% in 2017/18 the national gap is 1% point. There is a larger volume of females on some of the higher performing programmes

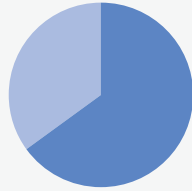
such as ESOL which may account for this. Gender profile on courses remains stereotypical with significant gaps on Engineering and Automotive Technologies and Digital & IT which are dominated by male students. Education Studies, Childcare and Public Services and Hair and Beauty continue to have a high proportion of female students.

Gender	2017/18	2016/17	2015/16
Female (%)	87.4	86.5	83.8
Male (%)	85.7	85.7	83.2
Total (%)	86.7	86.2	83.5

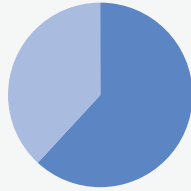




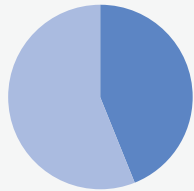
School of Sport Science & Exercise, School of Applied Science



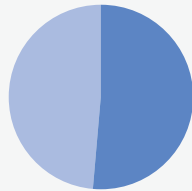
School of Travel, Food & Drink



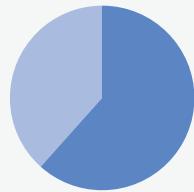
Leeds Sixth Form



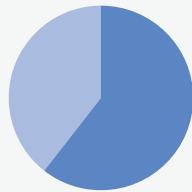
Foundation Studies



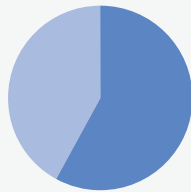
The Foundry - Alternative Provision



Adult & Community



Business Professionals



ESOL

Comparative Gender Breakdown by Curriculum Area



Male



Female

3.4 ETHNICITY

The data highlights our BAME students have a slightly higher achievement rate than their White British counterparts. We have seen a small rise in the achievements of White British students.

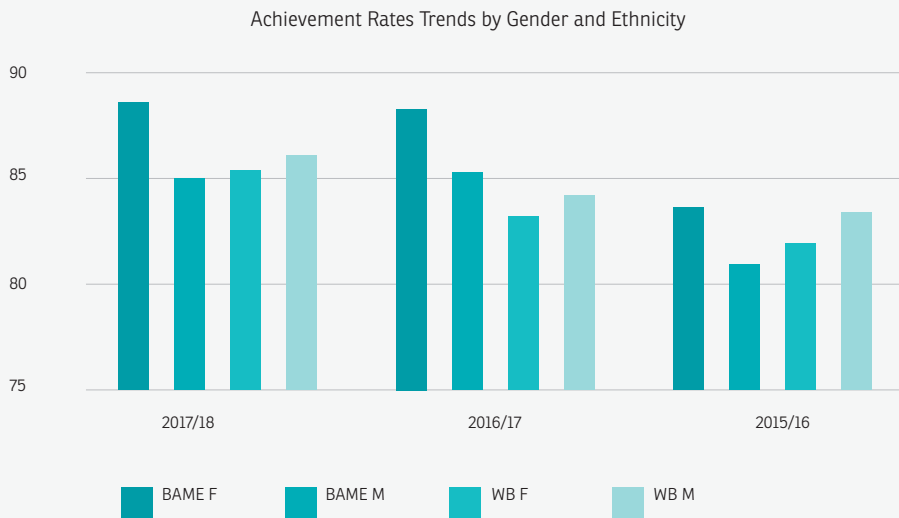
Achievement rates by ethnicity

Ethnicity	2017/18	2016/17	2015/16
BAME(%)	87.2	87.7	83.2
WB (%)	86.0	84.5	83.9
Total (%)	86.7	86.2	83.5

3.4 ETHNICITY

Nationally, and at LCC, there has been a trend in the underachievement of White British males. However, male White British students and all groups of female students (except Chinese), outperform their BAME counterparts.

Further breakdown highlights key differences in underachievement between male and female students with female students across nearly all BAME groups outperforming males.



3.5 DISABILITY

8% of all leavers at LCC declared a disability; learners both with and without a declared disability outperform the national average and there is no significant difference between overall achievement rates. However, learners with a visual disability (51) have a lower achievement rate of 77.9%, with significantly lower pass rate of 83.1% compared with the college average of 91.3%

Disability	Leavers	Achievement (%)	National Average (%)	Difference
Yes	1,912	86.1	81.6	+4.5
No	22,169	86.7	83	+3.7

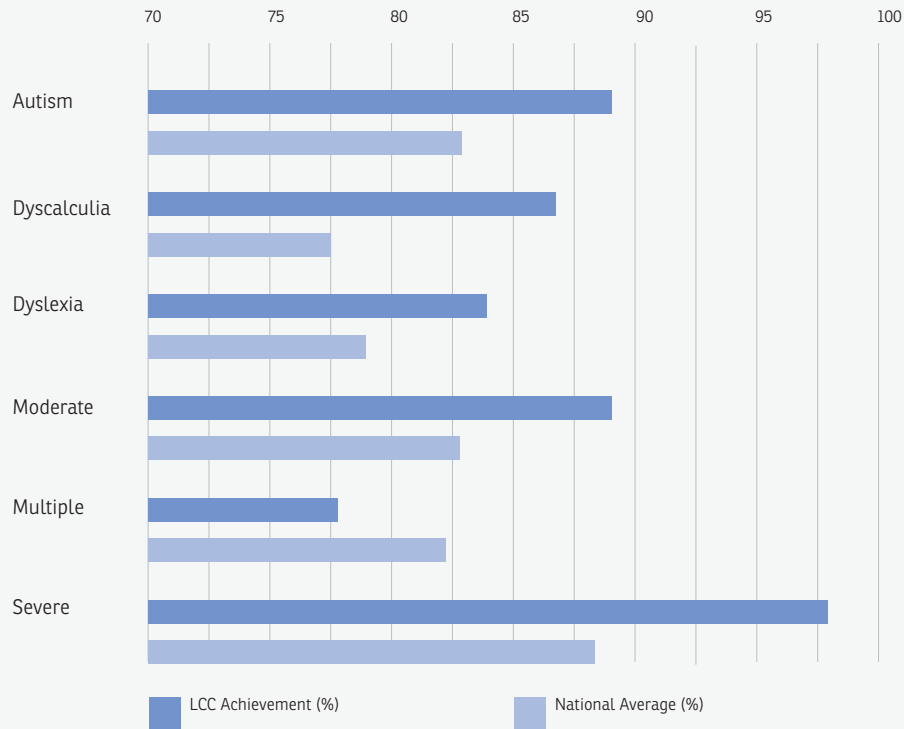
3.6 LEARNING DIFFICULTY

17% of learners enrolled in 2017-18 had a learning difficulty. Outcomes for those with a learning difficulty is above the national average, supported by differentiated learning support and teaching, learning and assessment. Outcomes for learners with multiple learning difficulties (26 learners) were however below the national average.

Learning Difficulty	Leavers	Achievement (%)	National Average (%)	Difference
Yes	4,151	86.8	82.3	+4.5
No	19,930	86.9	85.1	+1.8

Learning Difficulty	Leavers	Achievement (%)	National Average (%)	Difference
Autism	240	88.8	82.3	+6.5
Dyscalculia	434	86.4	76.6	+9.8
Dyslexia	1050	83.4	78.1	+5.3
Moderate	518	88.8	82.2	+6.6
Multiple	26	76.9	81.6	-5.3
Severe	55	98.2	88.1	+10.1

Achievement Rate Trend for Students with Learning Difficulties



3.7 DISADVANTAGED LEARNERS (ECONOMIC)

A key indicator, linked to social mobility, is the performance of learners who are classed as 'disadvantaged', this is determined by their eligibility for Pupil Premium in Key Stage 4 at school. LCC had over 2000 study programme leavers who fall into this category.

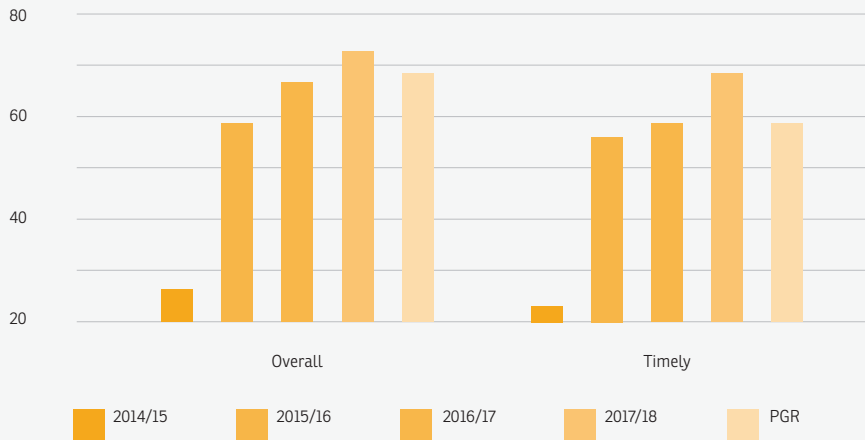
Nationally disadvantaged learners are less likely to be retained by 3.5% points. Retention for these learners is 1.5% points lower at LCC. The gap in achievement between White British Students from deprived and non-deprived areas is greater than the gap for BME students, which is an area for improvement.

Achievement Rates	BAME	WB
Deprived Area	87.5%	82.3%
Non Deprived Area	86.6%	87.3%

3. 8 APPRENTICES

Just under 1000 learners completed their Apprenticeship in 2017/18. Overall achievement rates have increased significantly to 73.4% in 2017-18, a significant improvement over a 3 year period and above the national average of 69%.

Achievement Rate Trend - compared with PGR
(Provider Group Rate)



3.9 LEARNER SATISFACTION

Learner Satisfaction surveys are carried out twice a year to assess learner satisfaction. Overall 90.7% of students are satisfied with college. Across the different groups there was not a large variation between 87% (other ethnic groups) and 96% (mixed/ multiple ethnic groups). 95% of students (5% above national benchmark) report students of different backgrounds work well together. 90% of our students agreed that they are treated fairly with a +7% improvement from the previous year, and 95% of students state that they feel safe at college.

The importance of the Learner Support Fund was highlighted with 86% agreeing that it helps them to stay on the course. This is a 7% increase from the previous year. With increasing student numbers from deprived backgrounds it is important to make sure that these funds are distributed as a tool for social mobility.

Student forums identified that they would like the college to do further work to celebrate student diversity and focus on student wellbeing and welfare. This feedback is reflected in the Equality Objectives.

OUR STAFF

There has been a slight increase in staffing numbers during 2017-18, with the gender mix remaining largely unchanged over the last 3 years.

There has been a slight decrease in the number of BAME staff employed, with BAME staff being under represented at all levels of the organisation, including management roles (7.9%). The low number of staff declaring a disability and the gap in recording ethnicity, indicates the data collected is not complete. The number of staff with declared disabilities is significantly below both the Leeds population and the sector average.

The age profile of staff has seen an increase in the number of workers aged under 25 from 3.1% to 5.8%, reflects the impact of recruiting more apprentices into the workforce. The data does not include staff employed by subcontracted services including cleaning and some catering services.

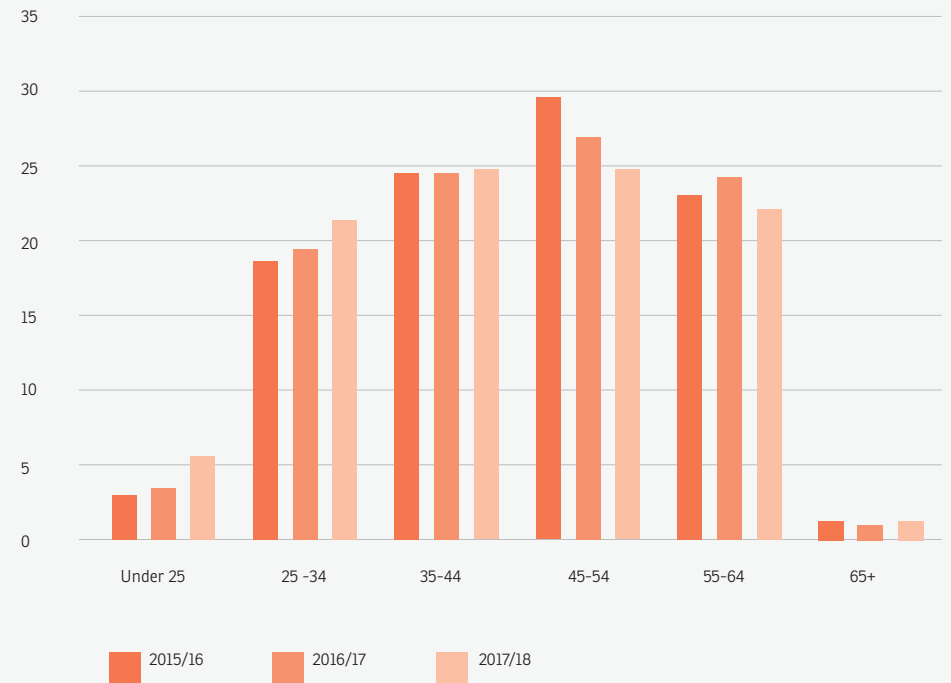
	Female (%)	Male (%)	BAME (%)	White British (%)	Declared Disability (%)
Leeds City College (17/18)	66	34	17	71.7	3.2
Leeds Population (16/17)	51	49	19	71	8
FE Average (16/17)	62	38	12	83	6

Data as reported at 31/07/18.

4.1 STAFF PROFILE

LCC	Headcount	Female (%)	Male (%)	BAME (%)	White British (%)	Part-time	Declared Disability (%)
Whole College	1,180	66	34	17	71.1	39.2	3.2
Academic	463	64	36	19	73.4	10.1	4.1
Support	581	68	32	17.7	67.6	38.7	2.7
Management	114	65	35	7.9	81.5	6.1	2.6
Senior Management	22	68	32	4.5	82	0	0

Staff Profile by Age (%)

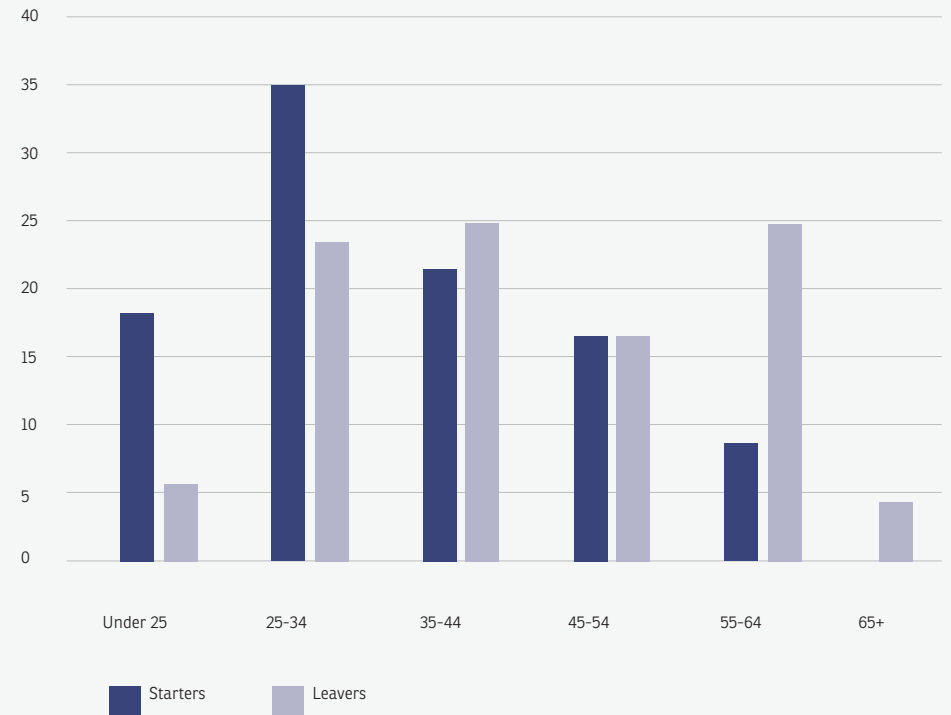


4.2 STARTERS & LEAVERS

The staff turnover remains relatively high with around 19% of the workforce leaving the college, and slightly more new starters than leavers. 25% of new starters were aged below 35. There has been a decline in the number of staff recruited from BAME backgrounds and those with declared disabilities. The college recruitment strategy has been identified as a priority in the People Strategy.

Year	2015/16	2016/17	2017/18
Starters	140	226	267
Leavers	279	200	253

Starter & Leaver Headcount by Age (%)



STARTERS BY CHARACTERISTIC

	Female (%)	Male (%)	BAME (%)	White British (%)	Declared Disability (%)
2015/16	62.8	37.2	20.7	74.2	3.5
2016/17	65.9	34.1	24.3	71.6	4.0
2017/18	62.6	37.4	16.8	61.8	3.3

Over a 3 year period the number of new BAME staff has declined. However, around 17% fewer staff have recorded their ethnicity.

LEAVERS BY CHARACTERISTIC

	Female (%)	Male (%)	BME (%)	White British (%)	Declared Disability (%)
2015/16	59.7	40.2	15.8	68.6	3.6
2016/17	58.0	42.0	17.0	72.5	2.0
2017/18	62.5	37.5	19.0	69.6	2.3

The number of BAME staff who have left the college has increased slightly each year.

5.0

PARTNERSHIP WORK & STAKEHOLDER ENGAGEMENT

The college works closely with a range of external stakeholders from the statutory, voluntary and community sectors. This ensures our campaigns and equality activities and training are informed by a range of voices and represent the communities served by the college. The college is represented at Leeds Equality Network, and participates in the Investors in Diversity standard and the Stonewall Equality Index.

6.0 APPENDICES

APPENDIX 1

EDI CAMPAIGNS 2018

- Pride
- LGBT History Month
- Carnival
- Ramadan Celebrations
- Votes at 16- Linked with the 100 years of Women's Suffrage
- World Mental Health Day
- Interfaith Week
- Disability Awareness Week/International Day of Persons with Disabilities
- International Women's day
- Refugee Week



Campaign for Votes at 16 - Women's Suffrage



LEEDS CITY COLLEGE

Technology Campus
Cookridge Street,
Leeds LS2 8BL

Park Lane Campus
Park Lane,
Leeds LS3 1AA

Printworks Campus
Hunslet Road,
Leeds LS10 1JY

Quarry Hill Campus
Playhouse Square,
Leeds LS2 7UP

Deacon House Centre
Seacroft Avenue,
Leeds LS14 6JD

Enfield Centre
Enfield Terrace,
Leeds LS7 1RG

The Foundry
Leathley Road,
Leeds LS10 1BG

Joseph Priestley Centre,
Beeston
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