



Leeds City College

Equality Information Report 2013-14

January 2015

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1 Introduction

Welcome to the third Equality Information Report for Leeds City College, which sets out how we are meeting our duties under the Equality Act 2010.

It also provides a summary of headline equality and diversity data for 2013/14 and an overview of our key achievements, activities and actions over the last year in relation to both staff and learners. Whilst we acknowledge that there is still more work to be done, we believe that we have made good progress during 2013/14 in embedding equality and diversity into the core business activities of the College.

2 About Leeds City College

Leeds City College is the UK's third largest FE establishment, offering a diverse curriculum to more than 40,000 students.

We provide a vibrant, multicultural learning environment, delivering excellent and innovative education which is supportive, inspiring and life changing.

Our courses cover almost all subject areas and include full and part-time academic and vocational qualifications through from basic skills to apprenticeships and A Levels to Foundation Degrees. There is something to suit the needs of everyone from pre and post 16-year-olds to adult learners, employers and businesses.

Leeds City College operates out of six main campuses – [Horsforth](#), [Joseph Priestley](#), [Keighley](#), [Park Lane](#), [Technology](#) and [Printworks](#) – as well as having provisions in dozens of smaller community centres across the region.

The College is renowned for a number of key specialisms, with National Skills Academy status for Community Sport Enterprise, Creative & Cultural Skills, Food & Drink Manufacture, Hospitality, Retail, Financial Services and Sports & Fitness, as well as accolades for Printing and Computer Technology.

Leeds City College has an annual turnover of over £80m and employs more than 1,500 staff, making it one of the area's largest employers.

The mission of the college is:

'To be recognised as an exceptional College providing life changing skills and experiences for individuals, businesses and communities'.

3 About Leeds

Leeds is the UK's third largest city. It's a modern and diverse city and is one of the

fastest growing in the UK. Over the last ten years, the population of Leeds has grown and changed due to more people coming to live and work in our city, more children being born and people living longer.

The most recent census (2011) indicates that Leeds has a population of 751,500 people living in 320,600 households, representing a 5% growth since the previous census of 2001. Leeds has a relatively young and dynamic population and is an increasingly diverse city with over 140 ethnic groups including black, Asian and other ethnic-minority populations representing almost 19% of the total population compared to 11% in 2001. Analysis of the Government's Index of Deprivation shows an overall improving position for Leeds between 2004 and 2010 when compared to the rest of the country, with fewer areas in the city ranked in the most deprived 10% nationally on the Index of Multiple Deprivation.

4 Embedding equality into the organisation

We recognise that developing and implementing our equality ambitions requires the College to have robust quality systems and processes in place. Our Equality Objectives and key performance indicators provide a clear focus for our activities and a framework for monitoring performance. Our main documents for driving improvements are:

- Equality Objectives
- Equality and Diversity Action Plan
- Self-Assessment Reports and Quality Improvement Plans (QIPs)
- Equality Analysis

Our Equality and Diversity Committee meet termly to review progress against our equality objectives and action plan. The Committee is Chaired by the Principal of the College and attended by a Governor. Both are senior Equality Champions who play a vital role in ensuring that there is a visible leadership commitment to equality and diversity at the College.

The College has a strong network of Equality Champions who play a key role in promoting equality and diversity across the College and driving the agenda forward at an operational level. We also have a number of new staff and student equality forums, which feed into the wider College infrastructure and ensure that the voice of minority groups is heard.

5 Eliminating unfair discrimination

We are committed to building an inclusive and safe learning and working environment where the values of respect and tolerance are at the heart of College

life. To help us achieve this, we have adopted a zero tolerance approach to any form of discrimination, bullying or harassment in our learning or workplace environments.

5.1 Feeling safe

The College has robust systems and procedures in place to protect learners and staff from bullying and harassment. Learner feedback from the end of term survey indicated that students felt safe (97%) and were treated fairly and equally by College staff (95%). Some of the activities that have helped us to build a safe and inclusive College community are listed below:

- We introduced a new online button to the student intranet for reporting bullying and harassment
- We developed new learner induction materials, which focus on expected behaviours together with activities to support the prevention of bullying and harassment
- Introduced a Safe Working Practice Policy for staff
- Sophie Lancaster Foundation delivered two hate crime sessions as part of the Stay Safe Campaign – these were attended by 166 students
- Delivered eight anti-bullying workshops as part of the Stay Safe Campaign – these were attended by 246 students

6 Advancing equality of opportunity

At Leeds City College, we believe that diversity is a strength and a source of innovation and creativity. We are committed to promoting equality and diversity across our learner and workplace environments and actively support the development of strong, productive relationships between members of our College community. In 2013/14, we undertook a range of activities to meet our commitments and aspirations in relation to equality and diversity. These are outlined below:

- The College has a well established specialist learning support team who support learners with disabilities and learning difficulties across the College
- Created Oasis spaces at several of the College campuses – these provide a safe space for learners on the Autistic Spectrum and those with mental health issues
- Employed a work experience and employability co-ordinator to support students with learning support needs
- Equality Champions trained in embedding equality and diversity into teaching, learning and assessment
- Tutorial processes updated to emphasise the importance of respect and tolerance at the College and promote key equality events such as Black History Month and Anti-Bullying week
- Trained all HR staff in disability awareness

- Set our Equality Objectives for the next 4 years
- Launched an LGBT staff forum in February 2014 during LGBT history month
- Launched race, disability and LGBTQ student forums across the College – these now form part of the Student Voice programme and are reported to the student voice management group and the Board.
- Developed a new Equality Analysis Toolkit
- Hosted external training provided by AFAN at Keighley Campus on embedding faith into the organisation
- Open Minds Campaign – offered a range of equality related activities to students including food from around the world, an interactive world map where students could identify their country of origin, student performers delivered workshops to students on hidden disabilities, quizzes on famous LGBTQ people
- Displays in libraries to celebrate and promote national equality events, such as Black History Month, LGBT History Month, Brighten Your Day (reading for mental health), disability awareness
- Libraries provided accessible information leaflets for different groups of learners, e.g. a library words leaflet for ESOL learners
- Libraries provided extended services to meet the needs of ESOL learners

7 Equality Objectives

In 2013/14, the College identified and set equality objectives and key performance indicators for the next four years. These were based on the key equality issues identified across our functions from an analysis of our equality information.

The equality objectives for learners and staff are:

- Narrow gaps in headline success rates between different groups of students.
- Narrow gaps in headline success rates between different groups of Apprentices.
- Increase participation and retention of female learners in gender stereotypical curriculum areas.
- Ensure that student satisfaction rates, as evidenced through student surveys, are as high for students with protected characteristics as those without.
- Promote equality for our workforce.
- Improve data collection.
- Develop a safe and inclusive working environment.

The equality objectives are underpinned by an annual equality action plan and progress against the objectives is reported to the Equality and Diversity Committee on a termly basis. Our objectives are subject to regular review and are updated to reflect any changes. An update on our progress against these objectives is summarised in sections 8.4 and 9.14 below.

8 Our Learners

Our learners are drawn from a range of backgrounds and localities, which together with our inclusive learning environment creates a diverse and vibrant student community, reflecting the local area that we serve. The data in this section of the report provides an overview of our learner profile by protected characteristic followed by an analysis of the success rates for learners. It should be noted that the success rate methodology changed in 2013/14. Functional skills data is now included in the qualifications success rate calculations.

8.1 Learner Profile

8.1.1 Ethnicity

Figure 1: Learner profile by ethnicity 2012/13 - 2013/14

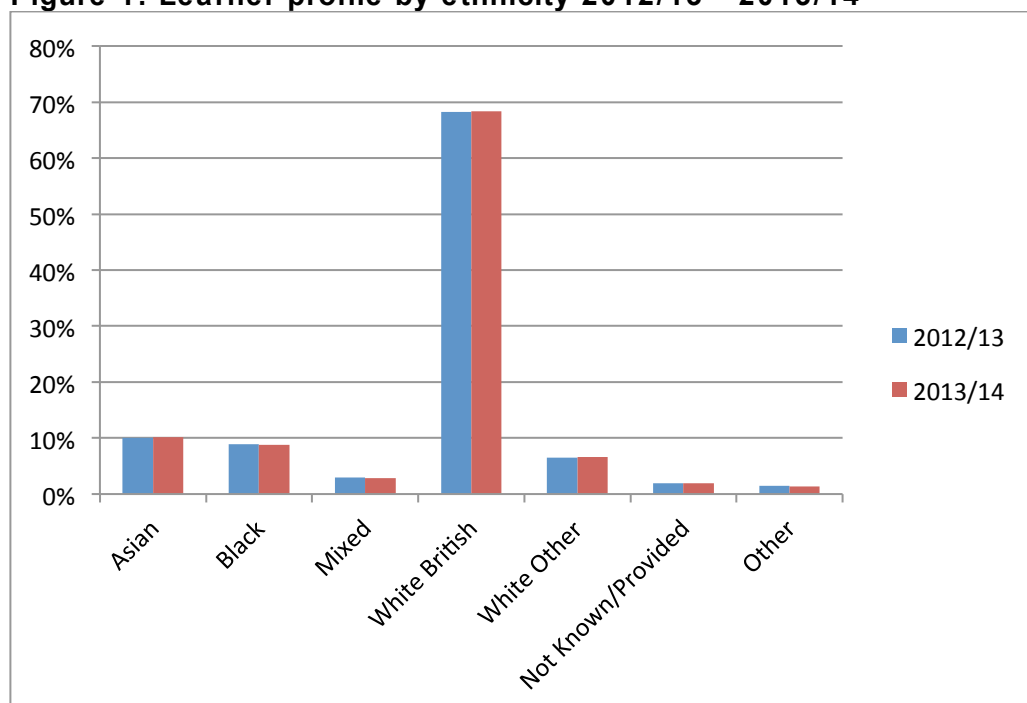


Figure 1 indicates that the College continues to recruit well from the local population. Enrolments of BME learners remained consistently high (30%) in 2013/14 and above that of the local population, which is 18.9% (Census 2011). It is worth noting that the learner profile for ethnicity has remained fairly stable over the last few years.

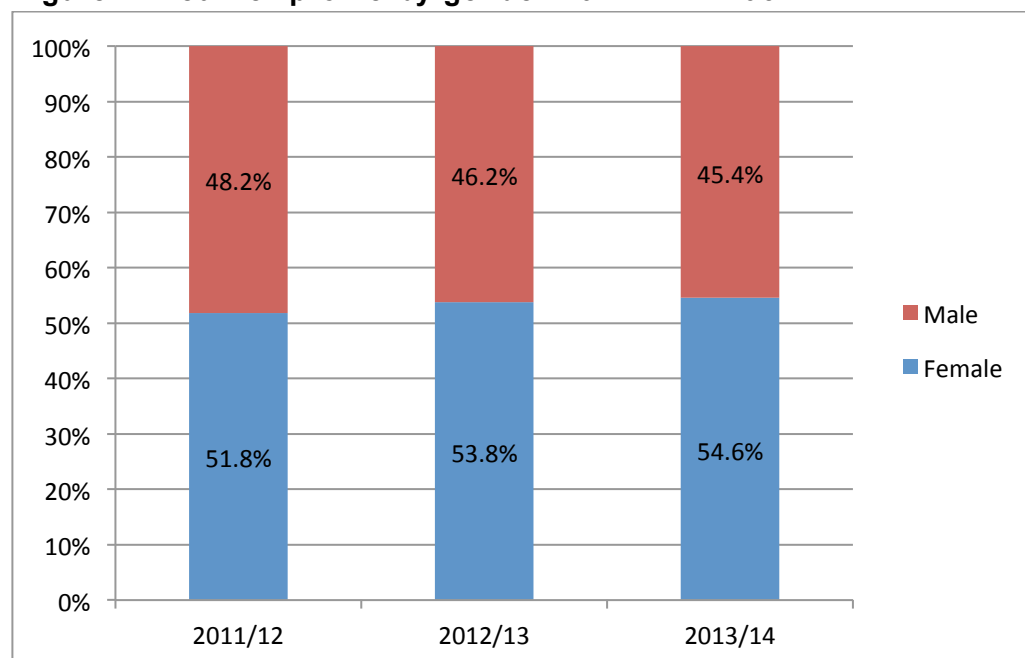
There has been a small increase in the proportion of BME work based learners in 2013/14. BME learners in this cohort increased from 25.4% in 2012/13 to 28.8% in 2013/14. The increase is mainly attributable to a rise in the percentage of Black and White Other learners in this cohort.

In terms of Apprentices, there was also a small rise in the proportion of BME Apprentices during 2013/14. The percentage of BME Apprentices grew from 25.6%

in 2012/13 to 27% in 2013/14. Again, most of this growth came from an increase in the White Other ethnic category.

8.1.2 Gender

Figure 2: Learner profile by gender 2011/12 – 203/14



The gender mix for all learners has remained fairly stable for the last couple of years although the percentage of female learners has continued to grow albeit at a slower rate between 2012/13 and 2013/14.

However, patterns of stereotypical recruitment at the College still persist, e.g. males in engineering, females in childcare. The College is working to address this at both a curriculum and College-wide level. We have set an Equality Objective and two key performance indicators to increase the participation and retention of males/females in gender stereotypical curriculum areas. We are also working in partnership with WISE (Women into Science, Engineering and Construction) to develop an action plan to support the engagement and retention of female learners in STEM subjects.

The gender profile for work based learners followed a similar pattern to previous years with female learners increasing from 50.4% in 2012/13 to 54.7% in 2013/14.

The proportion of female Apprentices also grew from 55.2% in 2012/13 to 56.4% in 2013/14.

8.1.3 Disability

Figure 3: Learner profile by disability 2011/12 – 2013/14

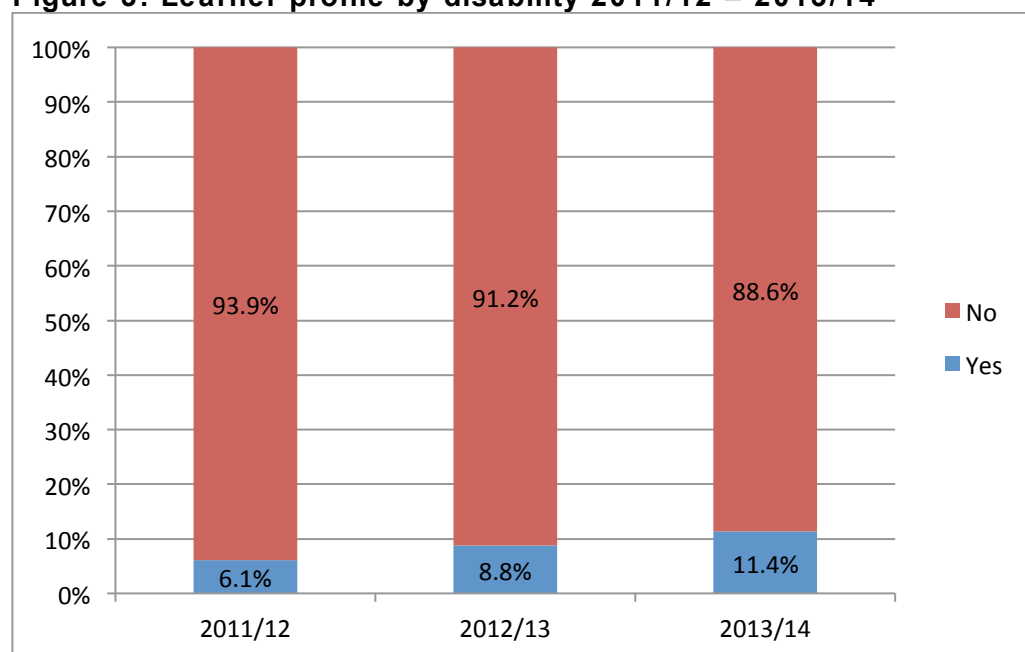
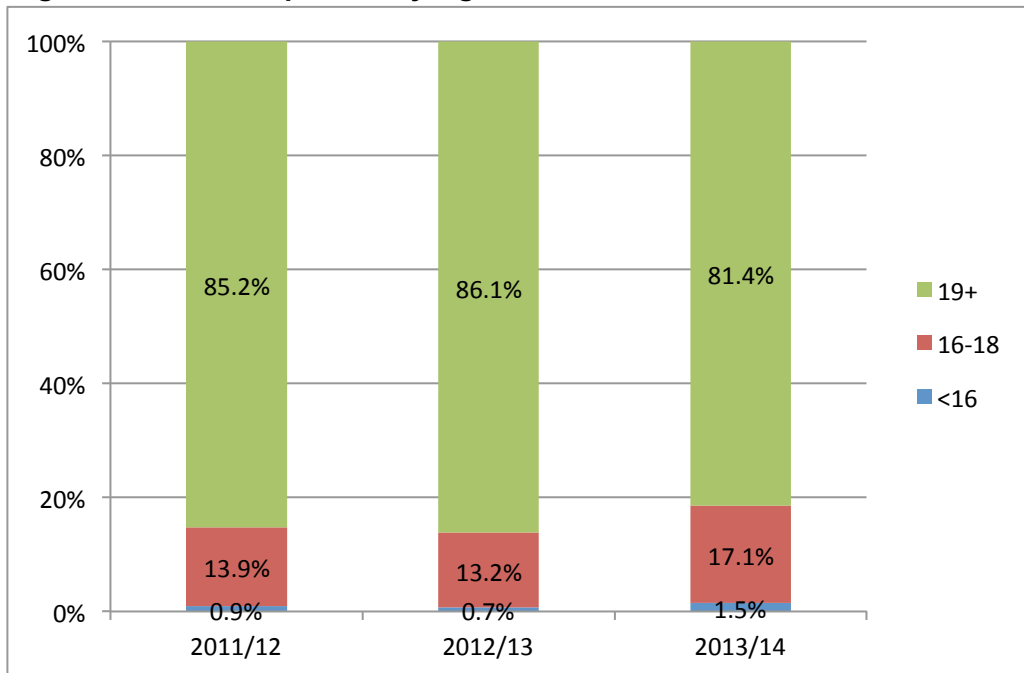


Figure 3 shows that the percentage of all learners who declared a disability has increased year on year. In 2013/14, 11.4% of our learners disclosed a disability or learning difficulty.

However, the numbers of work based learners and Apprentices who declared a disability remained very low in 2013/14 (1.5% and 1.4% respectively). This trend has remained the same for the last three years. The College included an action in the Equality and Diversity Action Plan 2014/15 for work based learning mentors to carry out an assessment of learners prior to programme commencement to establish additional support needs. This action was implemented in September 2014 during enrolment and will be monitored for impact by the Equality and Diversity Committee throughout 2014/15.

8.1.4 Age

Figure 4: Learner profile by age 2011/12 – 2013/14



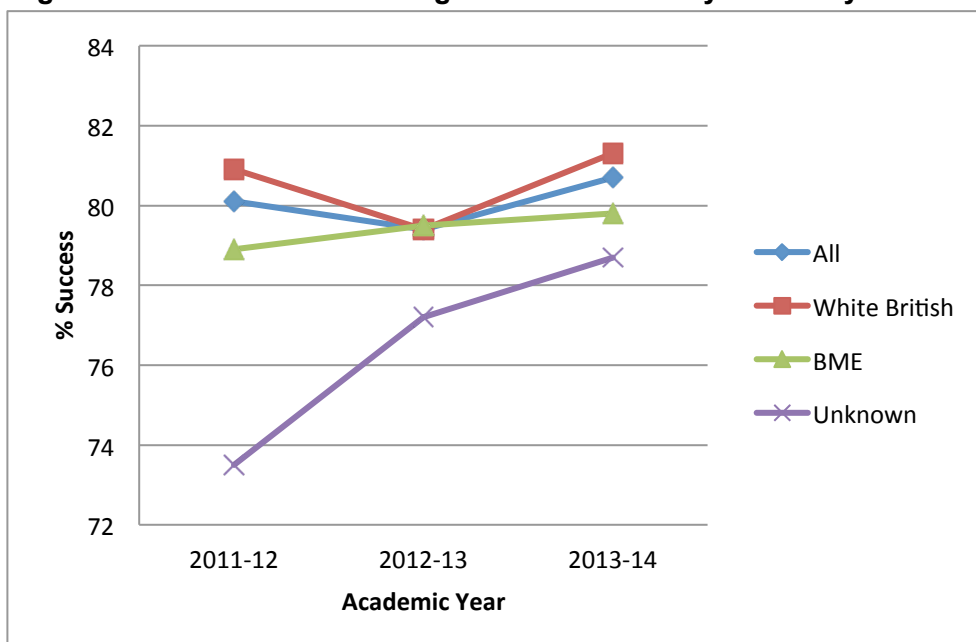
Our learner population remained predominantly adult (81.4%) in 2013/14. However, there was some growth in the younger age bands with the 16-18 cohort increasing by almost 4% during 2013/14.

Work based learning and Apprentices followed a similar trend with growth evident in the 16-18 age band. In 2013/14, the percentage of work based learners increased by 4.5% in the 16-18 age group and by 5.1% for Apprentices.

8.2 Learner Outcomes

8.2.1 Ethnicity

Figure 5: Classroom learning success rates by ethnicity 2011/12 – 2013/14



There is a 1 point gap between the performance of BME and White British learners in 2013/14. Overall success for BME remained at 80% between 2012/13 and 2013/14; White British learners improved by 1 point.

BME success in the 19+ age group improved in 13/14. However, 19+ BME learners have a lower success rate than 19+ White British learners and the gap remains at 4 points from 2012/13. The College has set an equality objective to narrow the success gap between 19+ BME and White British learners.

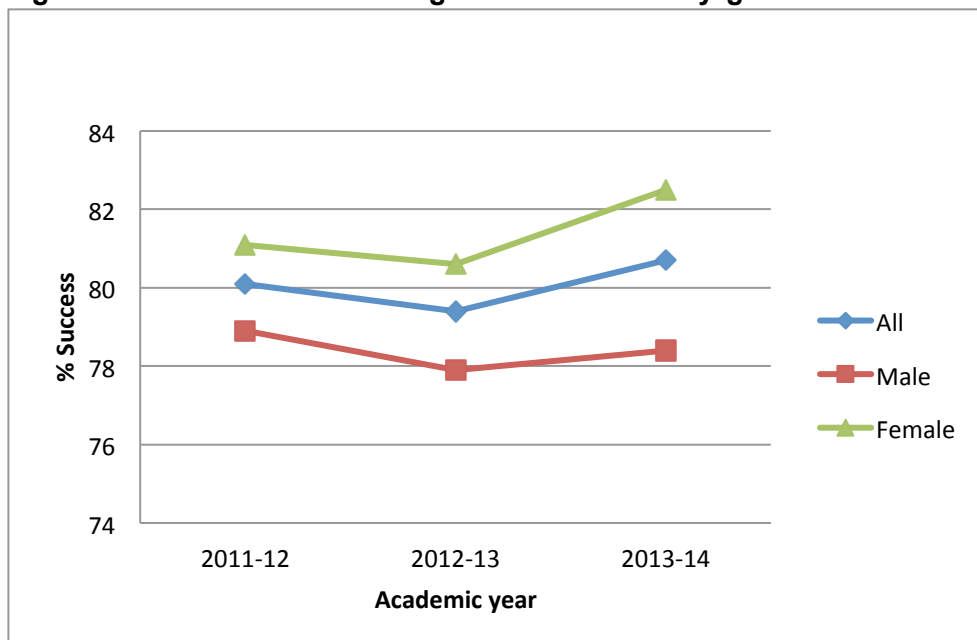
Under 19 BME learners have a higher success rate than under 19 White British learners, however, at 75% this is 4 points lower than 2012/13.

In 2013/14, the previous trend of BME Apprentices and work based learners performing better than White British learners was reversed. The overall framework success for BME Apprentices (48%) was 4 points lower than White British Apprentices (52%). Similarly, success rates for BME work based learners (75%) were 6 points lower than White British learners (81%). Narrowing the success gap of these groups of learners will be a key priority for the College during the next academic year.

8.2.2 Gender

Figure 6 below shows that females have a higher overall success rate than males. The gap has widened by a further 2 points since 2012/13, which means that success for males was 4 points lower than females in 2013/14. The success gap for 19+ is wider at 4 points compared with a 2 point gap for under 19s. Female success rates show an improvement on the previous year, whereas male success remains at the 2012/13 rate of 78%. The College has set an Equality Objective to narrow the gap in success rates between male and female learners. This remains a key priority for the College.

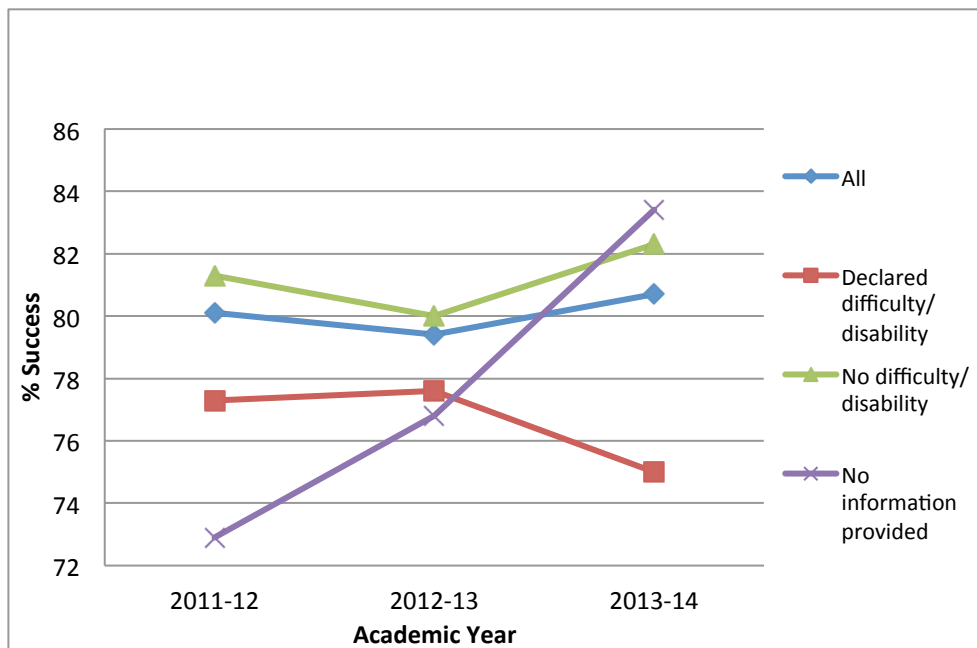
Figure 6: Classroom learning success rates by gender 2011/12 – 2013/14



In relation to Employer Responsive outcomes, male and female Apprentices performed the same in 2013/14 (52% overall framework success rate for both). However, the gap between male and female work based learners widened from 3 points in 2012/13 to 9 points in 2013/14. This issue will be addressed during the next academic year and an action set to narrow the gap between male and female work based learners.

8.2.3 Disability

Figure 7: Classroom learning success rates by disability 2011/12 – 2013/14



Overall success for learners with a disability dropped by 3 points, and was 7 points lower than those without a disability; in 2012/13 success for learners with a disability was lower by 2 points, hence the gap widened by 5 points during 2013/14. The 19+ age group showed an 8 point difference in favour of those without a disability. This issue will be addressed during the next academic year. We will seek to identify the reasons behind this development and set an action to narrow the emerging gap.

In 2013/14, overall framework success for Apprentices with a disability was 13 points lower than for peers without a disability. The gap has narrowed since 2012/13 when it stood at 23 points. However, this must be understood within the context of a large decrease in overall framework success for all Apprentices in 2013/14. Improving performance for all Apprentices is a key priority for the College. We have also set an equality objective and KPI to narrow the gap between Apprentices with a disability and those without. This will be monitored closely by the Equality and Diversity Committee over the coming year. In relation to work based learning, success rates for learners with a disability was 10 points higher than those without a disability, however, both scores are lower than 2012/13.

8.2.4 Age

Figure 8: Classroom learning success rates by age 2011/12 – 2013/14

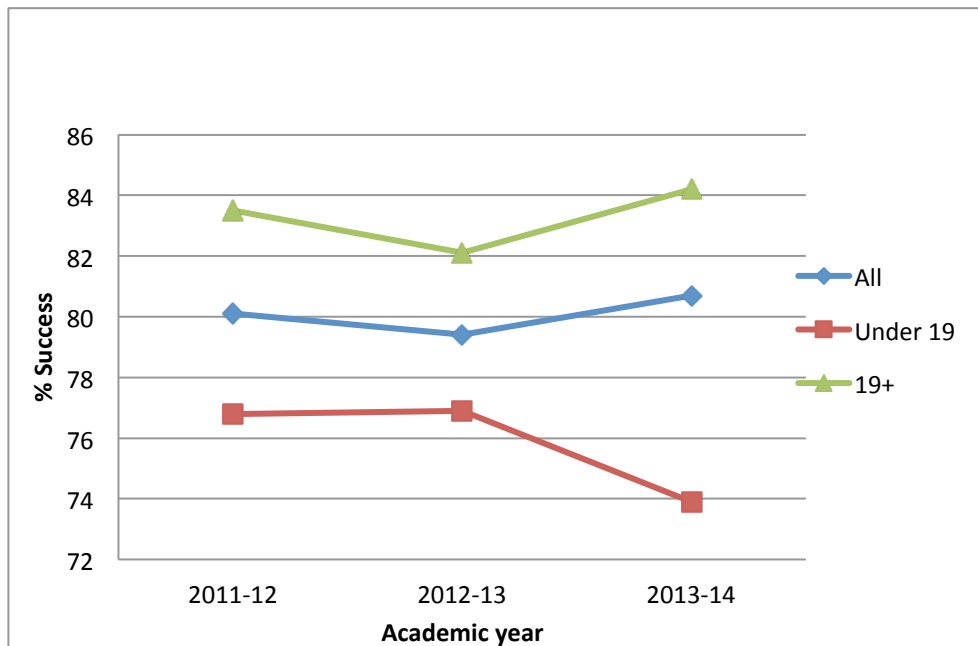


Figure 8 shows a further improvement in success rates for 19+ learners reaching 84%, an increase of 2 points on 2012/13. For those under 19, the success rate dropped by 3 points from 2012/13 to 74%, which reflects the national trend. The gap between under 19s and adults widened from 5 points in 2012/13 to 10 points in 2013/14. The College has set an equality objective and KPI to narrow the success gap between under 19s and adults.

In relation to Employer Responsive Outcomes, the overall framework success for Apprentices aged 25+ fell by 26 points. In contrast to 2012/13, Apprentices in this age group performed much worse than younger age groups. Overall framework success for Apprentices over 25 was 49% compared to 58% for 16-18s and 64% for 19-24s.

There is a 2 point success gap between 25+ and 19-24 work based learners with the 25+ age group reversing the trend from last year and performing slightly better than learners in the younger group (79% compared to 77%). It should be noted that success rates for both age groups fell in 2013/14. The College has set an equality objective and KPI to narrow the gap in success rates for Apprentices in the under 25 and 25+ age bands.

8.2.5 Other groups

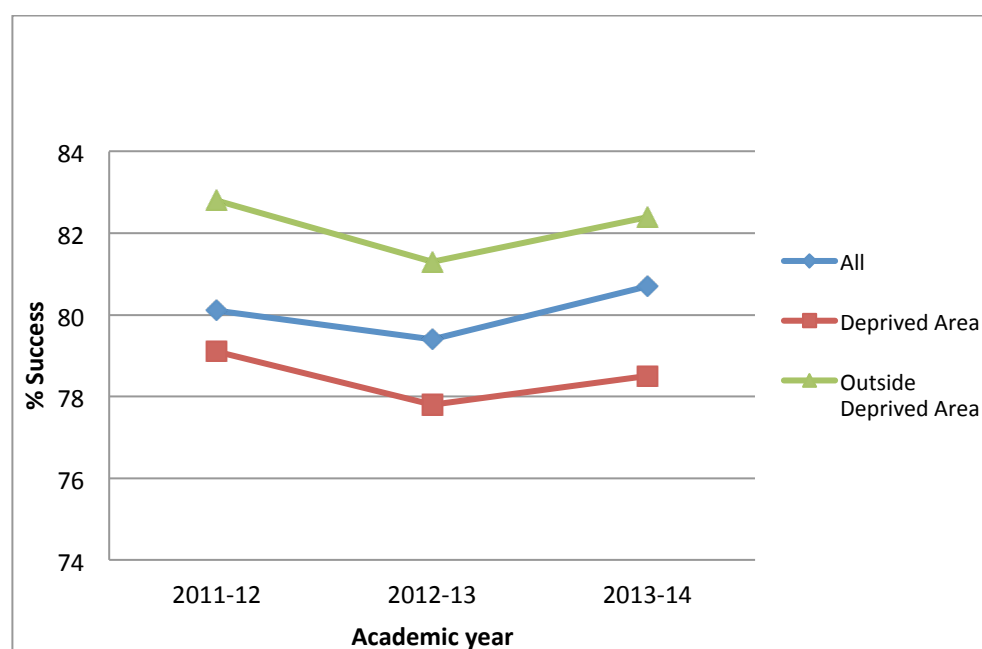
The College does not currently monitor learners for sexual orientation or religion and belief. An action has been set to extend the collection of equality monitoring data for students to include religion and belief and sexual orientation (Equality and Diversity

Action Plan 2014 – 15). This should be in place by the start of the next academic year, which will allow us to capture this data for the first time in 2015/16.

Whilst Looked After Children (LAC) and Learners from deprived postcode areas are not groups protected by the Equality Act 2010, the College routinely monitors outcomes for these groups of learners because of the disadvantages they experience in the educational system.

Looked After Children and Care Leavers success dropped by 2 points, from 71% in 2012/13 to 69% in 2013/14. The gap also widened from 7 points in 2012/13 to 11 points in 2013/14.

Figure 9: Classroom learning success rates by deprived area 2011/12 – 2013/14



Overall success for students from a deprived area shows a 1 point improvement on 2012/13, however the gap between learners living in a deprived area and those living outside a deprived area widened by 1 point. 19+ learners living in a deprived area showed a 3 point improvement from last year and the gap narrowed to 3 points. However, Under 19s dropped 4 points in 2013/14, widening the gap in this age band to 5 points.

8.3 Learner Satisfaction

Student satisfaction surveys are carried out twice a year to assess learner satisfaction across all College functions. This information is disaggregated by protected characteristic at a College-wide, faculty and curriculum level.

The results of key questions which are most relevant to equality and diversity for the End of Year Learner Survey 2013/14 can be found in Table 1 below. The boxes highlighted in green indicate that the result is either at or above the College benchmark of 95%. Those highlighted in amber are just below the benchmark (90-94%).

Table 1

End of Year Survey 2013/14	All	Male	Female	16-18	19+	Declared disability	No declared disability	BME	White British
I feel safe at the College	97	96	98	96	99	95	98	98	97
I am treated fairly and equally by College staff	95	94	95	93	97	95	95	95	95
I would recommend the College to a friend	94	91	96	92	96	95	94	97	92
Overall, I am satisfied with my time at the College	94	93	96	93	96	95	94	97	93

Overall, the results indicate high levels of satisfaction in relation to the four key statements that are most relevant to equality. Following the same trend as last year, male respondents are less satisfied than female respondents across three of the highlighted areas. 16-18 year olds are also less satisfied than adult learners. However, satisfaction rates for learners with a disability improved during 2013/14 across all four of the key statements. BME respondents are more satisfied with the College than White British respondents and are more likely to recommend the College to a friend.

8.4 Bullying and harassment

The College has robust systems and procedures to protect students and staff from bullying and harassment. Learner feedback from the end of term survey in 2013/14 indicated that learners felt safe (97%) and were treated fairly and equally by College staff (95%).

Equality data is captured for all complaints and bullying and harassment cases and is monitored and reported to Senior Managers on a termly basis to enable identification of any areas of concern.

The bullying and harassment data feeds into the College through four main routes:

1. New on line form accessed by student intranet
2. Complaints procedures
3. Disciplinary procedures
4. Safeguarding concerns

Table 2: Reports of bullying and harassment 2013/14

On line reporting	4
Complaints	5
Disciplinary	16
Safeguarding	24
Total	39*

*Several of the safeguarding incidents progressed to disciplinary and will therefore be counted twice.

In 2013/14, 72% of bullying incidents were reported by learners in the under 19 age cohort. 70% of incidents were reported by female learners and 27% by BME learners.

In 2013/14 there were 327 cases of disciplinary action compared to 224 in 2012/13. There was a disproportionate increase in the number of females involved in disciplinary action with the percentage rising from 36% in 2012/13 to 70% in 2013/14. The majority (75%) of those involved in the disciplinary process were in the 16-18 age band, which is the same as 2012/13. There was a decrease in the proportion of BME learners involved in disciplinary action; 37% in 2012/13 dropping to 29% in 2013/14. The percentage of learners with additional learning support needs involved in the disciplinary process also fell from 33% in 2012/13 to 18% in 2013/14.

8.5 Progress against our equality objectives in 2013/14

Objective 1: Narrow gaps in headline success rates between different groups of students

- The success gap between 19+ BME and White learners remains the same at 4 percentage points.
- Success rates for Bangladeshi (+ 1 points), Pakistani (+ 2 points) learners improved in 2013/14. However, Mixed White/Asian learners dropped 2 points.
- The success gap between male and female learners widened from 3 points in 2012/13 to 5 points in 2013/14.
- The success gap between under 19 and 19+ learners widened from 5 points in 2012/13 to 10 points in 2013/14.
- The success gap for 19+ learners living in a deprived area narrowed from 6 points in 2012/13 to 3 points in 2013/14.

Objective 2: Narrow gaps in headline success rates between different groups of Apprentices

- The success gap for Apprentices with a difficulty/disability and without a difficulty/disability narrowed from 23 points in 2012/13 to 13 points in 2013/14.
- The success gap for male and female Apprentices closed to 0% in 2013/14.
- The success gap for Apprentices under 25 and 25+ has reversed during 2013/14. In 2012/13 the success gap was 6 points in favour of the 25+age group. In 2013/14 the success gap was 13 points in favour of under 25's.

Objective 3: Increase participation and retention of female learners in gender stereotypical curriculum areas

- Representation of female learners increased by 3% for Engineering in 2013/14. Representation of female learners in Transport Operations and ICT Practitioners dropped by 7% in 2013/14.

Objective 4: Ensure that student satisfaction rates, as evidenced through student surveys, are as high for students with protected characteristics as those without

- The end of year survey 2013/14 and the first term survey 2014/15 both indicate that the satisfaction rates for students with a difficulty/disability are broadly in line with those without a difficulty/disability.

9. Our Staff and Governors

This section of the report provides an overview of our equality and diversity workforce data for the academic year 2013/14, which covers the period 1 September 2013 to 31 August 2014.

9.1 Overall workforce diversity

During 2013/14 the workforce headcount reduced from 1,694 (1,342 FTEs) in 2012/13 to 1,577 (1,264 FTEs) in 2013/14, a reduction of 6.9%.

Table 3: Overall workforce headcount 2011/12 – 2013/14

	2011/12	2012/13	2013/14
Employees	1,654	1,694	1,577
FTE	1,246	1,342	1,264

9.1.1 Staff Groups

As at 31/08/2014, staff were employed in the following staff groups:

- Academic: 45.4%
- Management: 6.9%
- Support: 47.6%

The figures are based on actual staff and not FTEs.

9.1.2 Working Patterns

The College is committed to supporting staff to achieve a healthy work life balance. With this in mind we have introduced a new Flexible Working Policy, which offers all employees the opportunity to request flexible working arrangements.

Table 4: Workforce working patterns 2012/13 – 2013/14

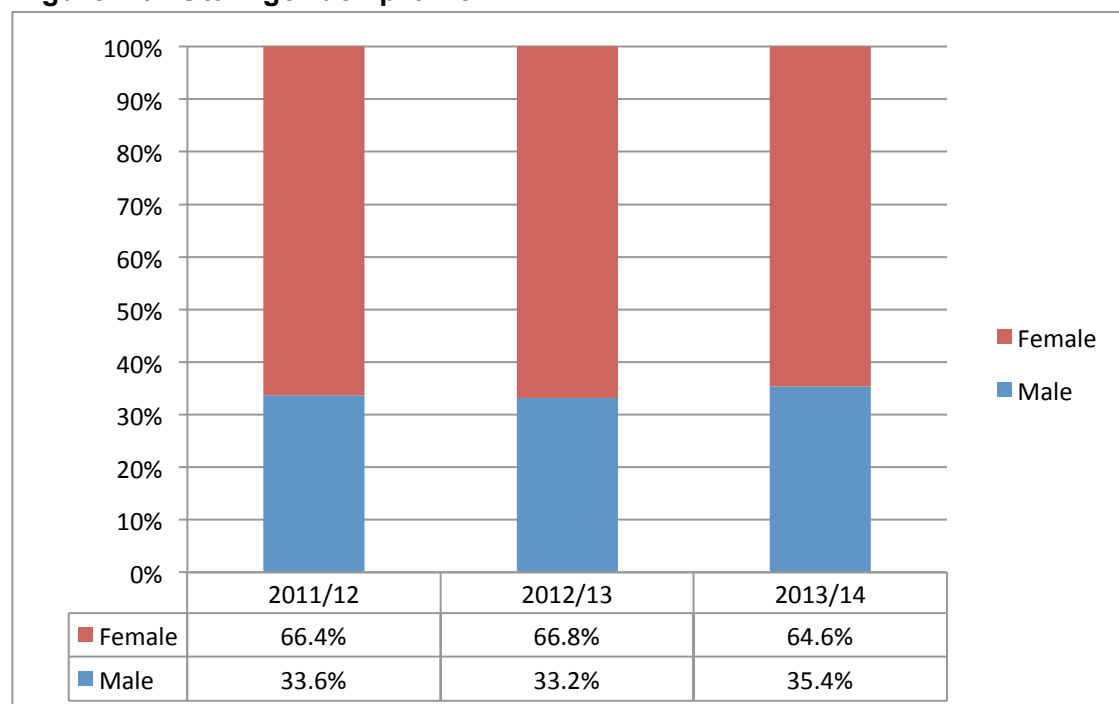
	2012/13	2013/14
Full time (%)	63.6	55.4
Part time (%)	36.4	44.6

Between 2012/13 and 2013/14, there was a significant increase in the proportion of employees with part-time contracts at the College. This could be partly due to the introduction of flexible working and the return of women from maternity leave.

The diversity of the employees who work on a part-time basis remains largely unchanged for gender with 79.1% being women. Only 1.9% of part-time employees declared a disability in 2013/14 while 16.7% of part-time staff were from an ethnic minority background.

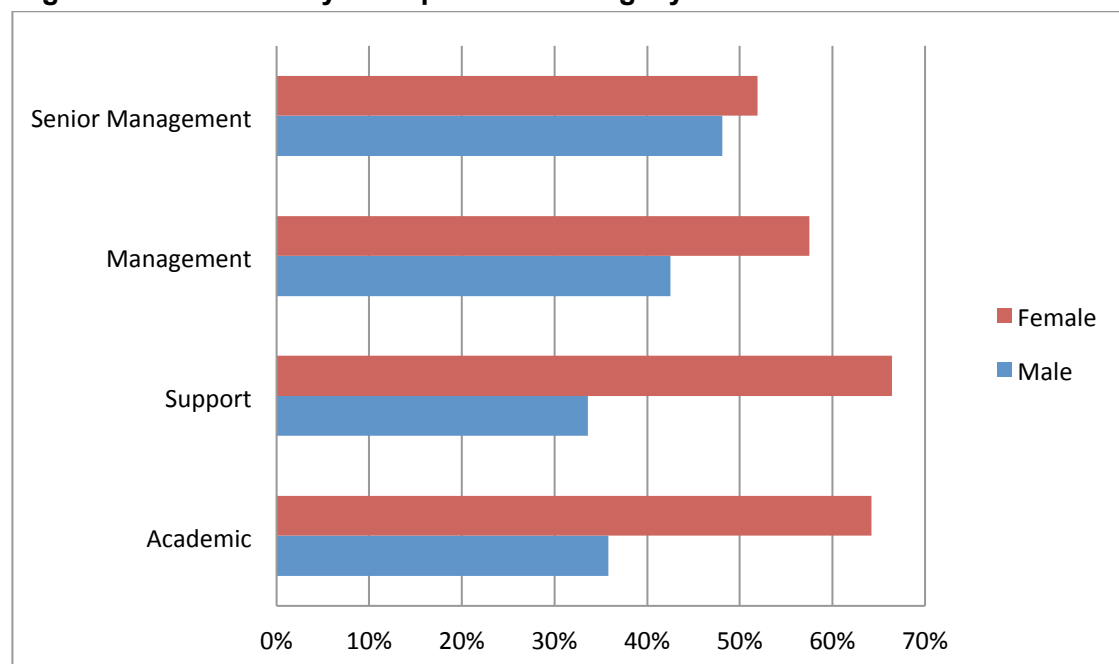
9.2 Staff Gender Profile

Figure 10: Staff gender profile



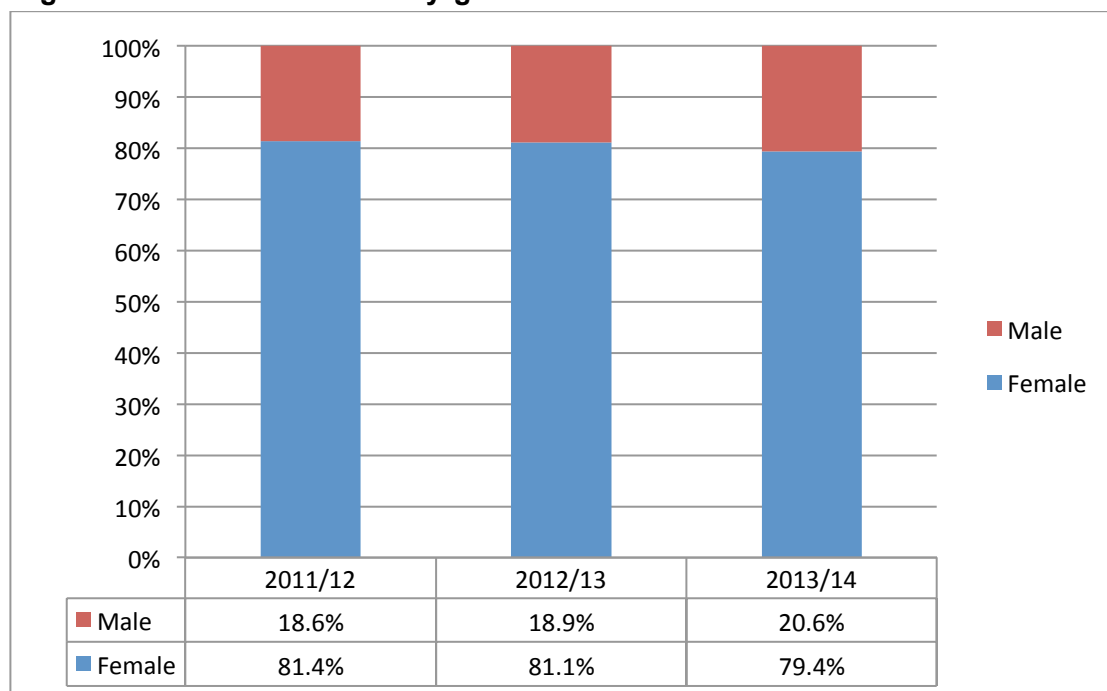
The staff gender profile at the College remains predominantly female at 64.6% in 2013/14, which is a slight decrease of 2.2% compared with 2012/13. The gender profile is broadly in line with the FE sector average of 64% female. However, figure 2 below shows that the gender profile is not evenly distributed across the occupational groups, as the proportion of female staff employed in management roles at the College is lower compared with those working in academic and support functions.

Figure 11: Gender by occupational category 2013/14



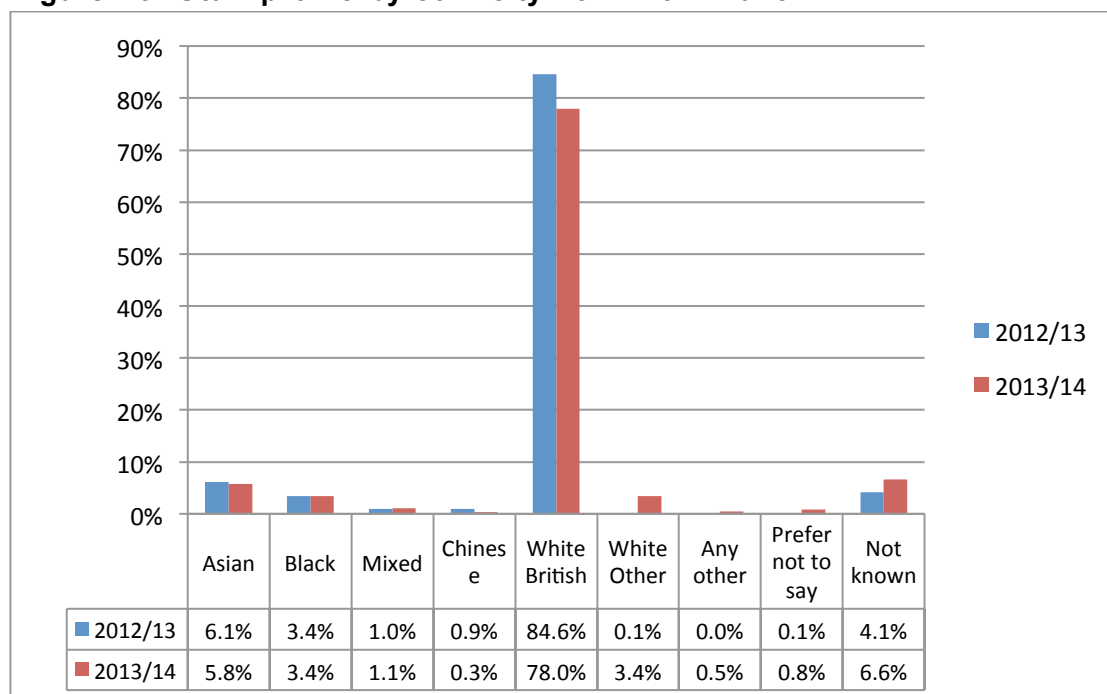
The proportion of women with part-time contracts remains consistently high at 79.4%, which is slightly above the sector average of 72.2%.

Figure 12: Part-time staff by gender 2011/12 – 2013/14



9.3 Staff Ethnicity Profile

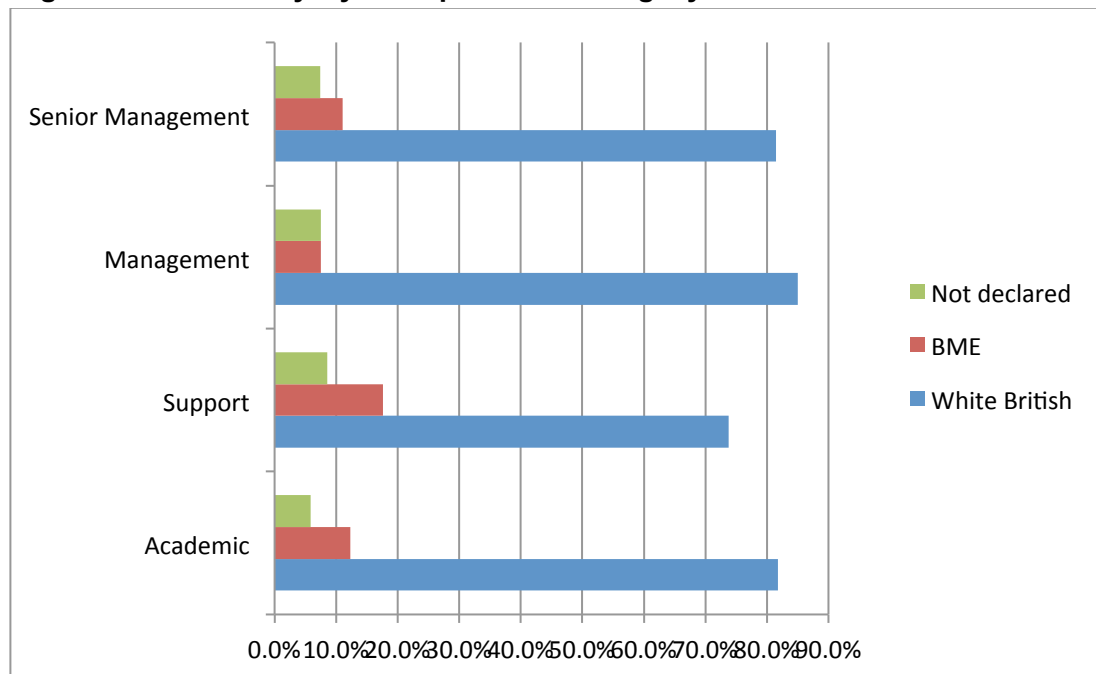
Figure 13: Staff profile by ethnicity 2012/13 – 2013/14



The data indicates that the largest proportion (78%) of our workforce is White British. The FE sector average is 84.2%. The percentage of BME staff (including White Other) at the College increased from 11.5% in 2012/13 to 14.5% in 2013/14.

However, this remains below the local population level of 18.9% and the student community of 30%. It is worth noting that between 2012/13 and 2013/14, there was a fairly significant decrease (6.6%) in the proportion of White British staff employed at the College and an increase of 3.3% in the White Other category.

Figure 14: Ethnicity by occupational category 2013/14

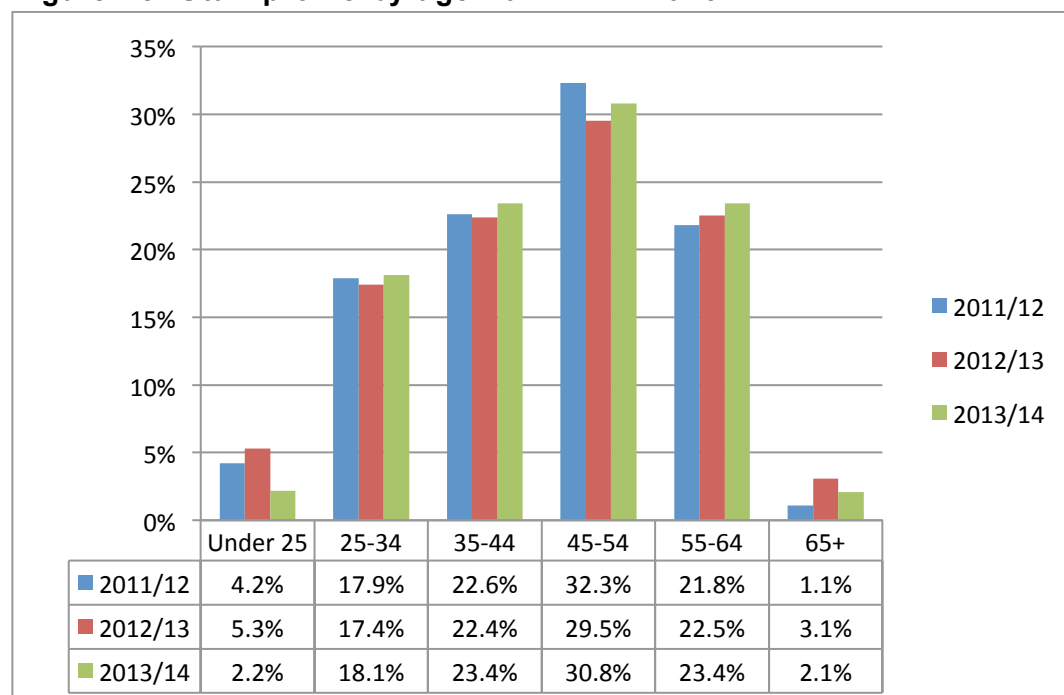


The proportion of BME staff has increased across all occupational categories in the last academic year. However, representation of BME staff in Management and Senior Management roles remain relatively low. There are currently no staff in senior leadership roles with a non-white background.

An Equality Objective and corresponding performance indicators have been set to address the underrepresentation of BME staff at a College-wide level and specifically within senior leadership roles.

9.4 Staff Age Profile

Figure 15: Staff profile by age 2011/12 – 2013/14



The above graph shows that there has been a sharp decline in the proportion of under 25's employed by the College. This is significantly lower than the sector average of 5.7%. The Equality and Diversity Committee will monitor this trend over the next year to determine whether any remedial action is required.

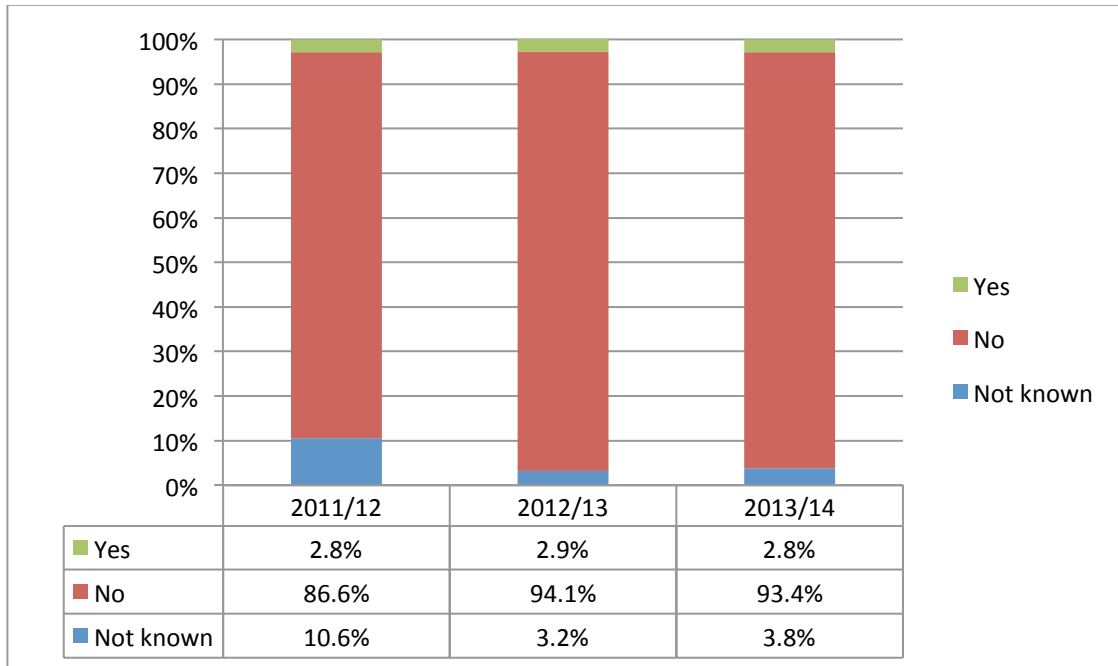
There has also been a drop in the over 65 age group, which has been driven by large-scale restructuring at the College and the take-up of voluntary severance and redundancy packages. We will set an action to address the underrepresentation of under 25's in the workforce.

9.5 Staff Disability Profile

The data in figure 7 below shows that the percentage of staff reporting that they have a disability has remained static in the last three years. The disclosure rate of 2.8% remains below the sector average of approximately 4%. The local population data indicates that 12% of the working age population (16–64) in Leeds consider themselves to have a limiting long-term illness.

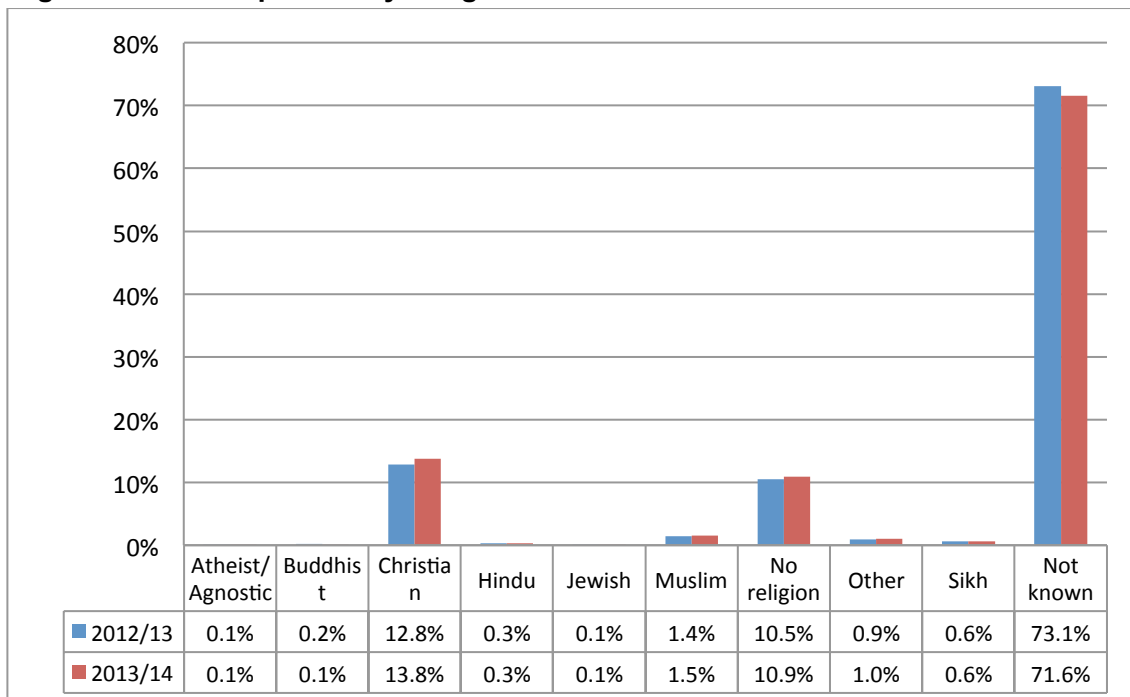
An Equality Objective and corresponding performance indicator have been set to increase and maintain levels of disability disclosure.

Figure 16: Staff profile by disability 2011/12 – 2013/14



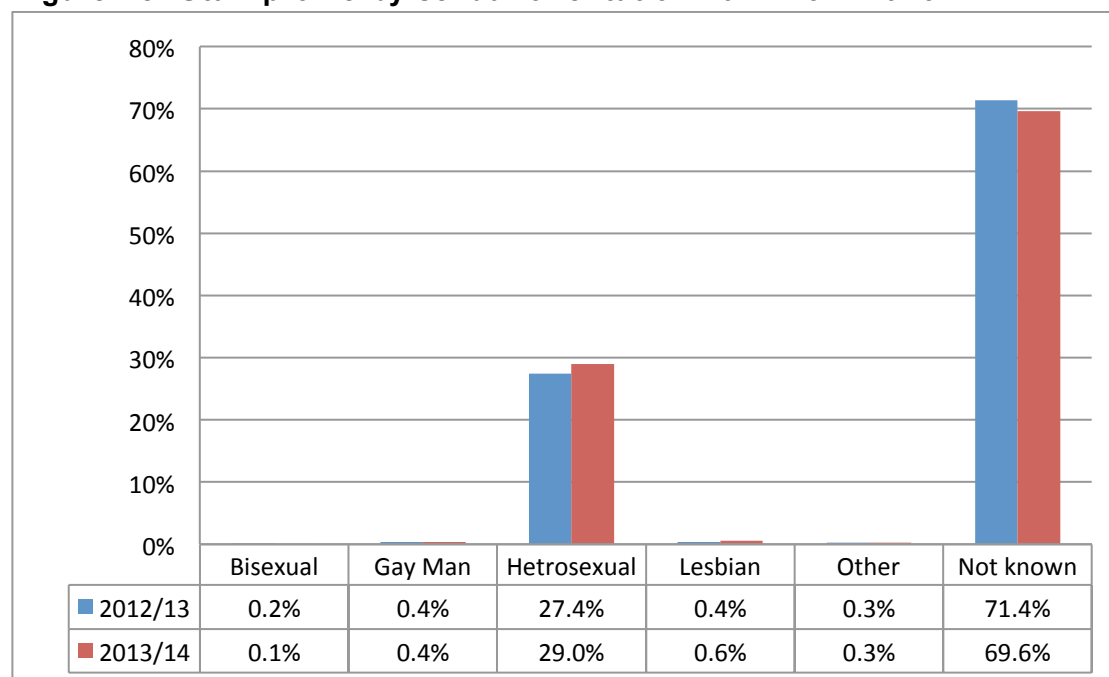
9.6 Staff Religion and Belief Profile

Figure 17: Staff profile by religion and belief 2012/13 – 2013/14



9.7 Staff Sexual Orientation Profile

Figure 18: Staff profile by sexual orientation 2012/13 – 2013/14



As in the previous year, religion and belief and sexual orientation remain underreported. As shown in figures 17 and 18, religion and belief and sexual orientation data is not known for around 70% of staff.

In relation to sexual orientation, this is broadly reflective of the national picture where sexual orientation is not known for 73.9% of staff. Where sexual orientation has been indicated, the majority of staff have reported themselves as heterosexual.

An Equality Objective and corresponding performance indicator have been set to reduce the proportion of 'not known' for both religion and belief and sexual orientation.

9.8 Starters and Leavers

Table 5: Starters and Leavers 2011/12 – 2013/14

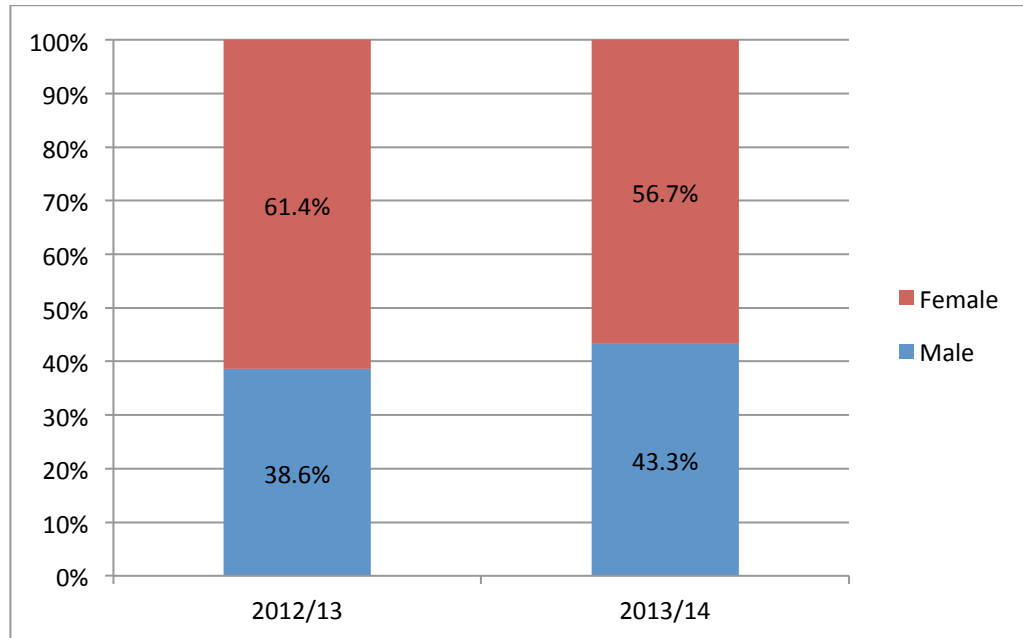
Year	2011/12	2012/13	2013/14
Starters	146	201	198
Leavers	250	202	298

The starter and leaver profile for the last three years is in line with the overall reduction in establishment during the same period. A more detailed analysis of the reasons for leaving reveals a large increase in voluntary severance (VS) and voluntary redundancy (VR), which is consistent with the recent organisational change programmes and restructures.

9.8.1 Starters

In 2013/14, the college employed 198 new starters, which is approximately the same as the number recruited in 2012/13.

Figure 19: Starters by gender 2012/13 – 2013/14



The percentage of female starters in 2013/14 decreased by almost 5% with a corresponding increase in the proportion of male starters. This has helped to recalibrate the gender profile of staff at the College, which in line with other FE Colleges is predominantly female (see figure 10 above).

Figure 20: Starters by ethnicity 2012/13 – 2013/14

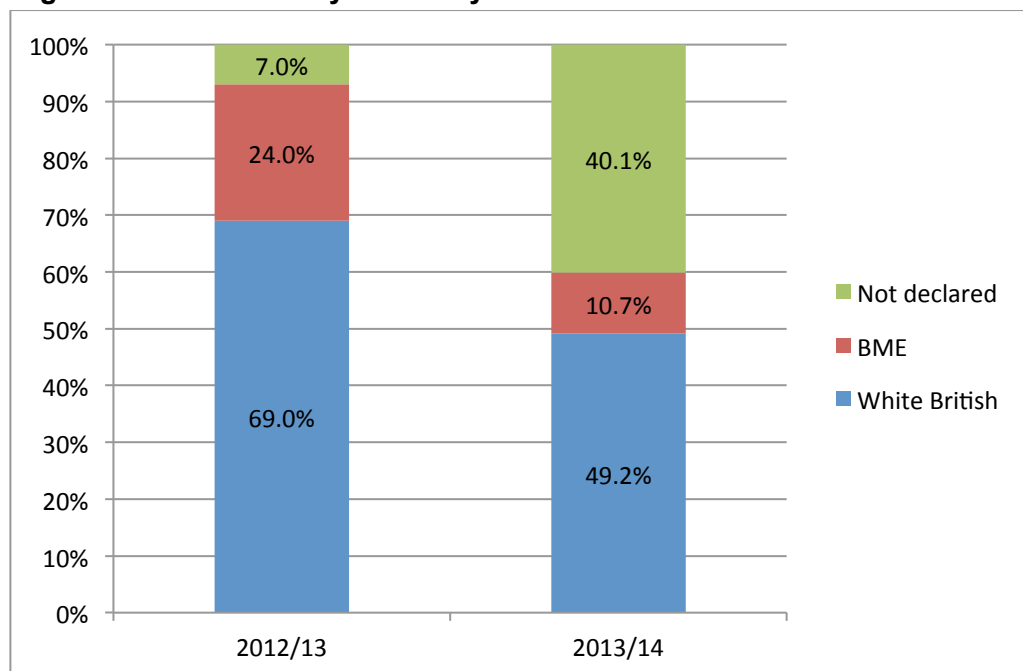
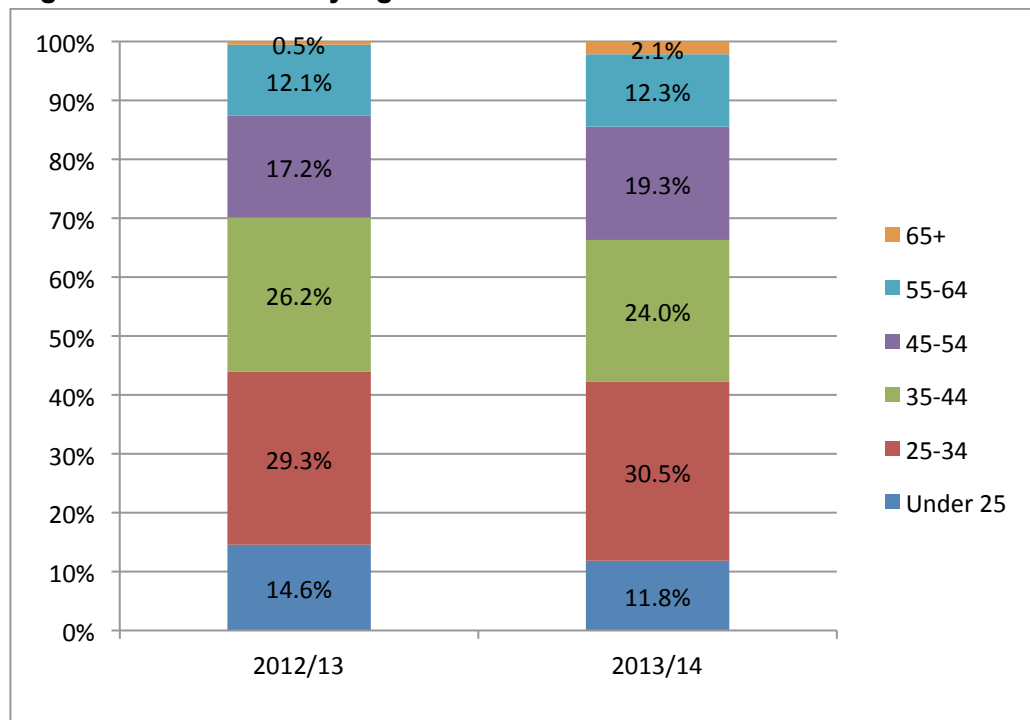


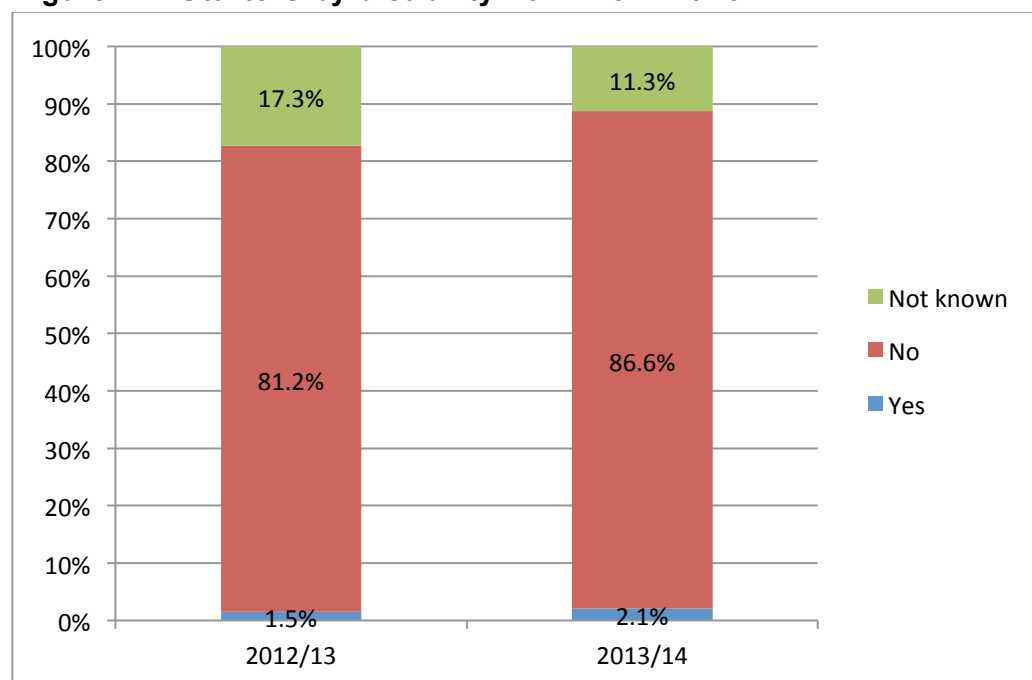
Figure 20 appears to show a sharp increase in the percentage of new starters who have not disclosed their ethnicity. Unfortunately, owing to a technical problem, we were unable to collect ethnicity data at the application stage for several months in 2013/14. This means that the ethnicity data for new staff in 2013/14 is not accurate. However, as the proportion of BME staff working at the College increased by 3% during 2013/14, the data suggests that ethnic minority new starters are well represented in the workforce.

Figure 21: Starters by age 2012/13 – 2013/14



The age profile for new starters has remained fairly consistent for the last couple of years although it is worth noting that there has been a drop in the proportion of under 25's starting at the College. Overall, the workforce data shows that we employ proportionally less staff in this younger age group. The Equality and Diversity Committee will therefore monitor this trend over the next year to determine whether any action is required to tackle this underrepresentation.

Figure 22: Starters by disability 2012/13 – 2013/14



The percentage of new starters declaring a disability has increased slightly over the last two years although it remains below the sector average of 4%. However, there has been an increase in the proportion of new starters stating that they do not have a disability and a concomitant reduction in those where disability status is unknown.

The College has set an equality objective and performance indicator to address the issue of low disability disclosure at the College.

9.8.2 Leavers

In 2013/14 the college had 298 leavers, which represents a 47.5% increase from the previous year when there were 202 leavers.

Whilst there has been a decrease in voluntary resignations in 2013/14, it remains the main reason for staff leaving the College. However, figure 14 below shows that there has been a large increase in voluntary redundancy, voluntary severance and compulsory redundancy during 2013/14. This trend is consistent with the recent organisational change programmes and restructures that have taken place across the College in the last academic year.

Figure 23: Reason for Leaving 2012/13 – 2013/14

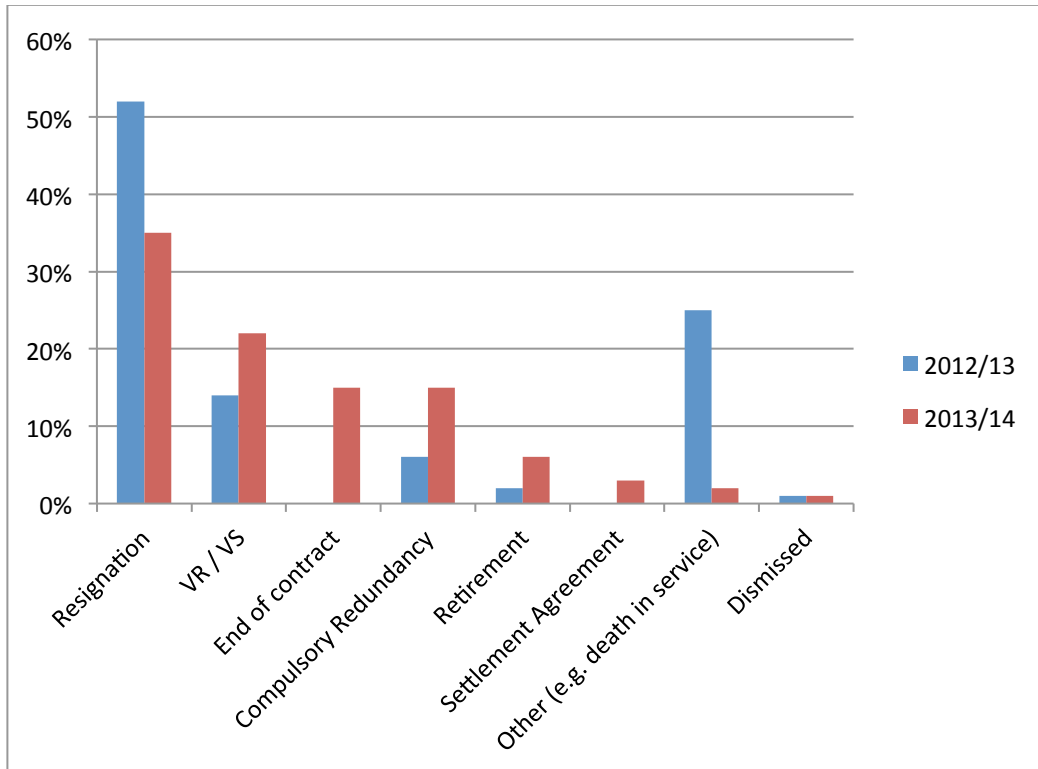


Figure 24: Leavers by gender 2012/13 – 2013/14

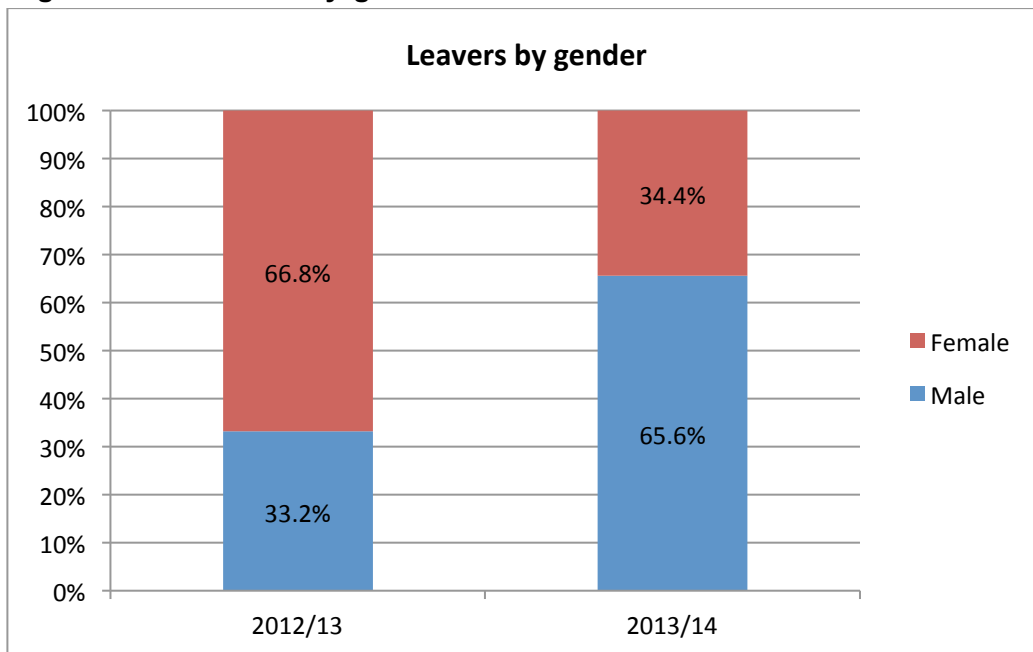
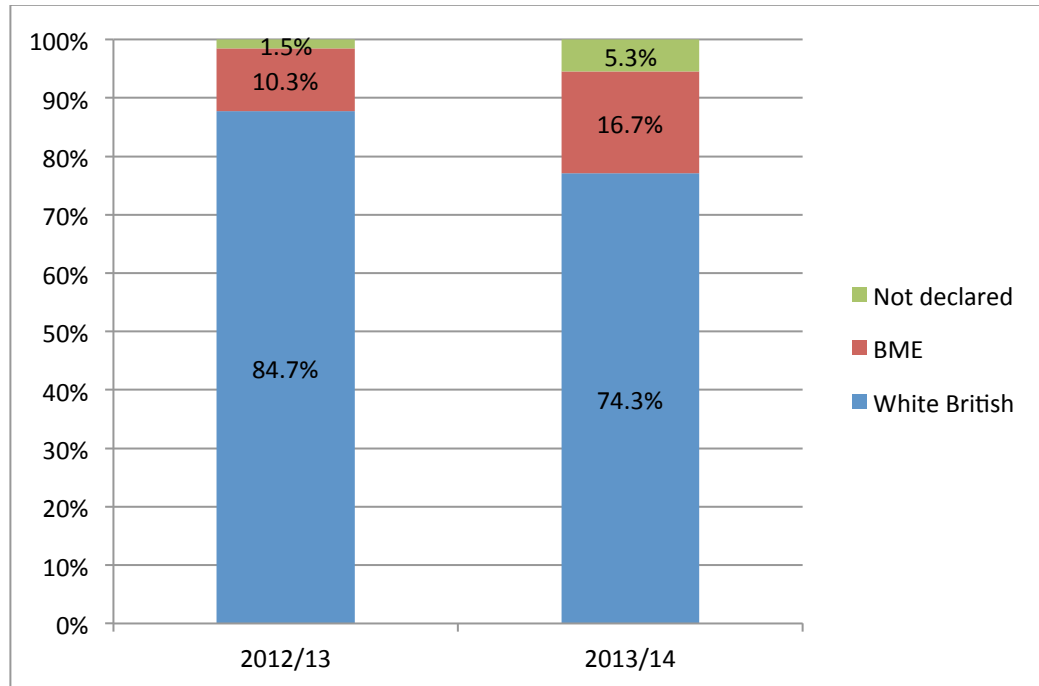


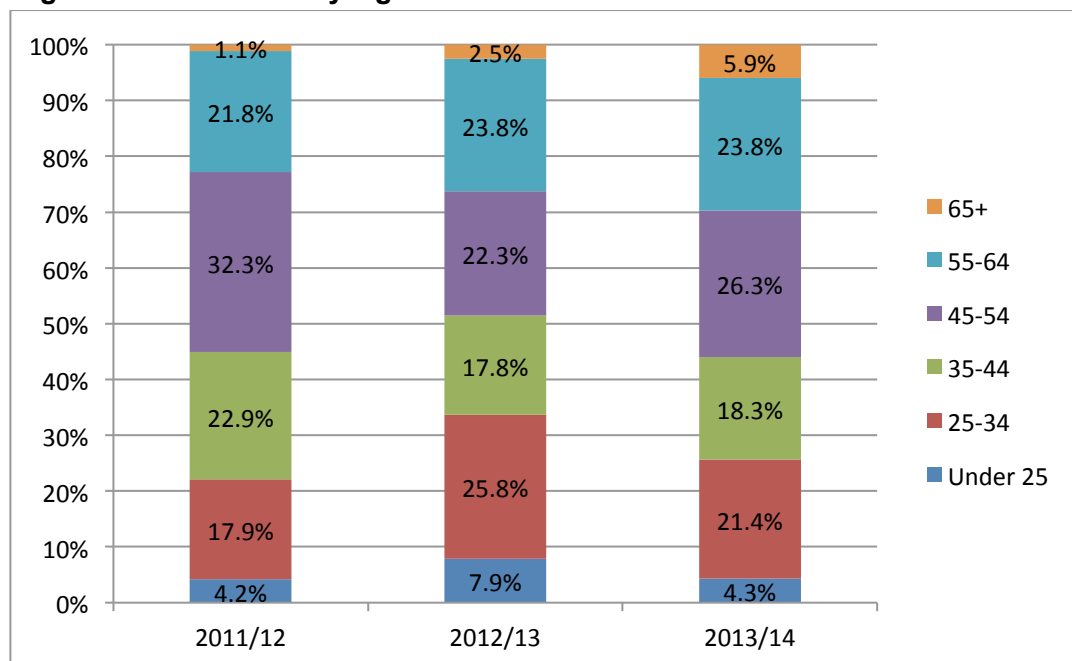
Figure 24 shows a significant shift in the gender composition of staff leaving the College. The proportion of males leaving increased by 32.5% in 2013/14 with a corresponding reduction in the percentage of females leaving. This was offset by a small increase in the proportion of male starters during 2013/14 and has not materially changed the overall gender composition of the workforce.

Figure 25: Leavers by ethnicity 2012/13 – 2013/14



The above figure 25 shows an increase in the proportion of ethnic minority staff leaving the College during 2013/14. However, this has not had a negative impact on the overall composition of the BME workforce at the College, which increased by 3% during the same period.

Figure 26: Leavers by age 2012/13 – 2013/14



Whilst there has been a decrease in the percentage of staff under 25 leaving the College, there has also been a decrease in the proportion of new starters in this age group. As a result, there has been a dip in the overall College profile for staff in this

age band. The Equality and Diversity Committee will monitor this trend over the next year to determine whether any remedial action is required.

Higher percentages of leavers in the older age bands tend to be accounted for by VS and VR exits.

Figure 27: Leavers by disability 2012/13 – 2013/14

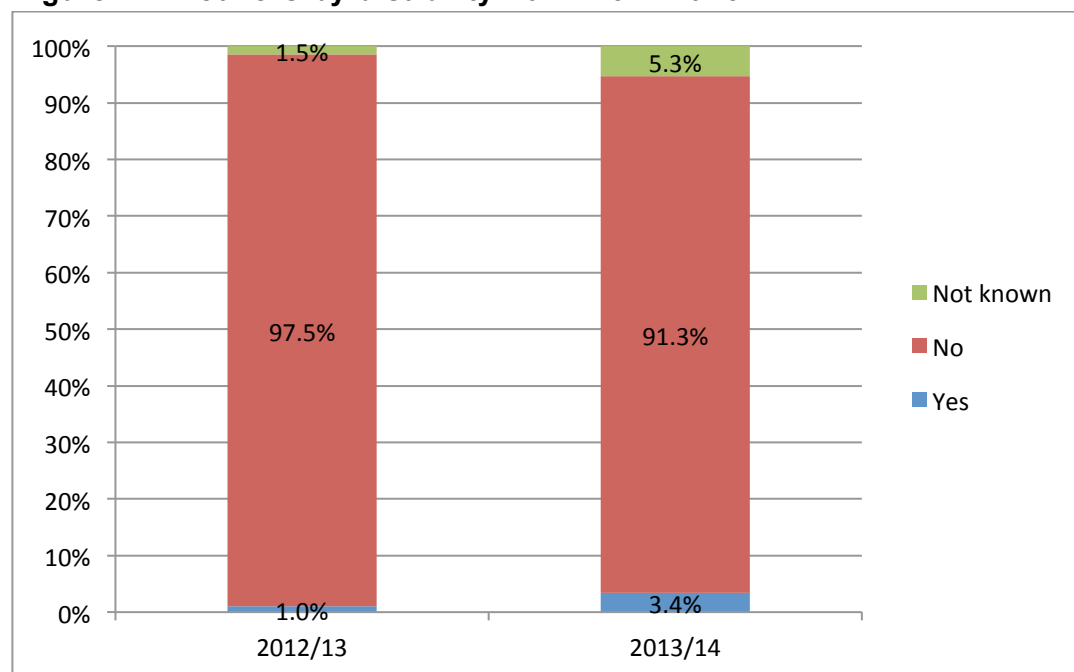


Figure 27 shows that the proportion of leavers with a declared disability has increased slightly since last year. At the same time, there has been a small increase in the proportion of new starters with a declared disability. This has not materially changed the composition of the workforce in relation to disability.

9.9 Equal Pay

This year, the College is reporting on its pay gaps using a single measure, by comparing the average full time equivalent earnings between different groups of staff (in relation to gender and race). For example the full-time gender pay gap compares the mean hourly pay, excluding overtime, of full-time men and full-time women. Whilst interpreting pay gap data it is important to note it does not necessarily mean a difference in pay for comparable jobs or work of equal value.

The pay gap data below is as at 31st August 2014. The data excludes those staff on variable hour contracts and where an employee holds more than one post, only the 'main' contract has been taken into account.

Table 6: College full time pay gaps in mean earnings 2013/14

	Gender (%)	Ethnicity (%)
August 2014	3.7	9.8

The College has a very low gender pay gap at 3.7%; which compares favourably with the overall 2013 UK full-time gender pay in mean earnings of 15.7% and the public sector full-time gender pay gap in mean earnings of 13.3%.

The ethnic minority pay gap is wider than the gender pay gap at 9.8%. This means that staff from BME backgrounds get paid about 10% less on average than their White British colleagues. The College is committed to ensuring that our pay strategy is fair and we will be undertaking a job evaluation exercise and an equal pay review in 2014/15. We will also take action to address any under-representation at different levels in the organisation.

9.10 Employee Relations

9.10.1 Grievances

There were 19 grievances raised by staff during 2013/14, which represents a small increase from the previous year when 17 were taken out. 32% of grievances were raised by staff from a BME background, which is higher than the overall workforce profile of 14.5%. Almost two thirds (63%) of grievances were raised by females, which broadly reflects the staff gender profile at the College. Around 10% were taken out by staff with a disability. As the number of grievances raised is relatively small, it is difficult to draw meaningful statistical analysis or conclusions from the data.

However, the overall trend for grievances being taken out by staff is showing an increase in bullying and discrimination cases. A number of the cases relating to discrimination were also raised for the first time during a restructure process. The OD & HR team is undertaking close monitoring of any bullying and harassment cases being raised, as well as working closely with the Equality and Diversity Manager and a third party adviser to identify preventive strategies and actions.

9.10.2 Disciplinary Actions

There were 27 cases of disciplinary action in 2013/14 compared to 22 in 2012/13. Of these, 15% of staff came from a BME background and 7% had disclosed a disability. However, two thirds of disciplinary actions were taken against males, which is proportionally much higher than the overall workforce profile of 35%.

9.11 Staff Survey

The equality data for the staff survey is not currently available. An analysis of the survey results will be carried out by the Equality and Diversity Manager and reported to the Equality and Diversity Committee in March 2015.

9.12 Staff Development

9.12.1 Mandatory Online Module

Every new member of staff is required to complete the online E & D module as part of their induction training and refresh this training every three years. Since February 2013 this module has been hosted from within the Staff Development Gateway.

Table 7: Staff in currency at 31 August 2014

2012/13	95.1%
2013/14	86.0%

The drop this academic year compared to the previous year is mainly a result of training expiring during the summer months for a large number of staff who were on annual leave and therefore unable to complete the module. The percentage of staff in currency since then has seen a steady increase.

9.12.2 Additional Training

From September 2013 to July 2014 the Organisational Development team facilitated monthly induction courses. Part of this day involves a practical equality and diversity session allowing staff to discuss topics which are covered in the online module, such as aspects of the Equality Act 2010 and explore key equality themes within the College. Within this period 97 new staff attended these sessions.

9.12.3 Additional Training – Short Courses

Staff – Short Courses 2013 - 2014						
(courses lasting up to 21 hours)						
	Requests	Male	Female	White	BME	Not Known
Approved	219	61	158	191	19	9
Declined	56	13	43	51	4	1
Cancelled	29	14	15	27	2	0
Total	304	88	216	269	25	10

9.12.4 Additional Training – Long Courses

Staff – Long Courses 2013 - 2014						
(courses lasting more than 21 hours, incl. professional courses of one year or more)						
	Requests	Male	Female	White	BME	Not Known
Approved	125	50	75	103	16	6
Declined	76	20	56	65	7	4
Cancelled	66	29	37	54	7	5
Total	267	99	168	222	30	15

9.13 Governor Profile

Whilst there have been some improvements in the diversity of Governors, the profile indicates that more work is needed to ensure that membership of the Board is representative of both the local and student communities. Current data indicates that 11% of governors are from a BME background, an increase of 5% since 2012/13. However, 18.9% of the local population and 30% of learners are from BME backgrounds. A third (33%) of our Governors are female whereas almost 55% of our learners and an even greater proportion of our workforce (65%) are female. 11% of Governors disclosed a disability, which is about the same as learner disclosure rates.

9.14 Progress against our equality objectives in 2013/14

Objective 5: Promote equality in the workforce

- Increased the proportion of part-time workers in management positions by 0.2%
- Increased the proportion of BME staff by 3%
- Increased the proportion of BME staff in senior management positions by 11.1%

Objective 6: Improve data collection

- Increased disability disclosure rates
- Reduced the proportion of 'not known' for sexual orientation and religion and belief

Objective 7: Develop a safe and inclusive working environment

- Established an LGBT staff forum