



LEEDS CITY COLLEGE
Equality Information Report
2016/17

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1. Introduction

This report sets out how we at Leeds City College are meeting our duties under the Equality Act 2010.

It also provides a summary of headline equality and diversity data for 2016/17 and an overview of key achievements, activities and actions over the last year in relation to both learners and staff. The college has made good progress in 2016/17 in embedding equality and diversity into core business activities.

2. About Leeds City College

Leeds City College is one of the largest general further education establishments in the country, with 25,245 enrolments across 2016/17.

A significant proportion of the students at the college come from areas that are in the highest indices of both social and economic deprivation ratings. Leeds City College operates within these deprived areas. The number of our students from the most deprived wards in the Leeds area is over twice the average for the city as a whole.

Around 60% of the current students entered the college with little or no prior attainment and many have a poor experience of formal education.

We provide a vibrant, diverse and inclusive 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 apprenticeship and A Levels to Degrees. There is something to suit the needs of everyone whether they be a young person continuing in education and training, an adult learner or an employer with a business need.

The mission of the college (2016/17):

“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 is 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.

Leeds is the 31st most deprived local authority in the country (out of 326) and second most deprived when compared to the other local authorities in the region.

Leeds is the third most deprived in the country for Income Deprivation and Employment Deprivation categories. According to Leeds City Council over 164,000 people live in some of the 10% most deprived areas nationally, representing 22.94% of the population (Leeds City Council Intelligence Teams, p1, 2015).

4. The Equality Duty

The college takes its duty under the Equality Act 2010 very seriously and has due regard to the

need 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; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

5. Our policy and equality objectives 2016/17

The college is committed to creating and maintain 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 equality and diversity is endorsed and led by the college leadership team and governors. Our goal is to ensure that commitment translates into action across the whole college community and that equality and fairness become embedded into our everyday activities.

In 2014/15 the college set out its equality objectives for four years. The 2014/15 objectives were developed from a robust analysis of our staff and learner data. The overarching 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 equality action plan, which is refreshed annually. Progress against the objectives is reported to the Equality and Diversity Committee on a termly basis. Each department is responsible for identifying and implementing an equality improvement plan as part of the college's overall annual Self-Assessment Report.

The equality objectives for 2017/18 will be agreed following review and consultation. The review will take into account changes and development within the college and the context within which we operate. This report recognises that significant progress has been made against the equality objectives, and the consultation process takes into account issues such as the exclusion of LGBT+ information and data for both staff and students which has prevented effective monitoring.

6. Progress against our equality objectives in 2016/17

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

- Just under half students were from BME backgrounds, and overall they achieved 3.4% points better than White learners, a gap which has reversed since 2014/15 when BME students had an achievement rates 2.3% points below White students. Pass rates for all groups of learners have increased since 2014/15, although White learners at a slower rate.

- There are no significant achievement gaps by gender; in line with the national trend female students outperform their male counterparts. The gap has closed from 2.3% in 2014/15 to 1.5% in 2016/17.
- 16% of students declared a disability, the vast majority of whom achieve above national rates; however students with a declared physical disability perform 7.3% points below the national rate and those with a visual disability 6% points below the national average and improvements are needed for these groups.
- Retention and achievement for disadvantaged students at LCC and Keighley colleges, determined by eligibility for Pupil Premium in Key Stage 4, were 2% higher than the national average, although retention was 1.5% below the college rate and strategies are in place to support these students.

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

- Over 1000 learners completed their Apprenticeships with overall achievement rates increasing significantly, from 27% in 2014/15 to 59% in 2015/16 and 66% in 2016/17. There are no significant achievement gaps in apprenticeship provision for gender, age or ethnicity.
- Apprentices declaring a disability achieved 5% less than those with no declared disability, reduced from 7.6% in 2015/16.

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

- Representation of female learners on engineering, computing and IT courses has remained at 5% in 2016/17 and is the focus of new marketing campaigns. Female students' attainment in these subjects in 2016/17 was 2.1% higher than that of males in their cohort.

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

- The student survey carried out at the end of the year showed no significant variation between any protected characteristic and the overall college result. Overall 93% of students were satisfied with the college (both Keighley and LCC).

Objective 5: Promote equality in the workforce

- The proportion of staff who identify as BME or White Other continues to increase with 24% of new starters coming from BME backgrounds and the overall staff profile increasing from 16.7% in 2015/16 to 17.5% in 2016/17, which is slightly lower than the Leeds population at 18.9%.
- The gender mix has remained largely unchanged at 65%, in line with the sector average of 64%. Female workers are well represented in both management and senior management positions
- The number of staff under the age of 55 has increased to 47% of all staff, mainly due to the increasing number of apprentices employed by the colleges.
- The college employed 1259 staff in 2016/17, of whom 166 are managers or senior managers. There is under-representation of BME staff in both management and senior management, and part time working is around 42.8% in the overall workforce but is 13.4% in management positions. Only 3.1% of staff declare a disability, this declines to 1.4% of managers.

Objective 6: Improve data collection

- There has been an increase in disclosure rates for protected characteristics, with disclosure by new staff starters now at 95%, an increase of 35% since 2013/14

Objective 7: Develop a safe and inclusive working environment

- There has been a reduction in the number of staff grievances overall, and no cases where ethnicity has been raised as a reason.
- Recent staff survey results show that the satisfaction rates between staff with a disability and staff without a disability has narrowed from a 14% gap (baseline 2012/13) to 4.9% in 2016/17.

7. Our plans for the coming year

- Review and revisit our equality objectives to establish three year equality objectives for 2017 to 2021 based on the renewed college values.

8. Our learners

Learner Profile

Our learners are drawn from a wide range of backgrounds, which creates a rich and diverse student community and learning environment.

Table 1: Learner profile 2016/17 (headcount)

	Female	Male	BME	White British	Declared Disability	Living in a deprived area
16/17 LCC Learners	54.3%	45.7%	38.8%	59.2%	16.2%	35.2%
Leeds Population	50.7%	49.3%	18.9%	79.6%	Not available	22.9%

The majority of the college’s learners are female (54.3%) and 38.8% of all learners are from a BME 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 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 16.2%, which has increased from 12.3% in 2014/15 and 1% in 2015/16, when under reporting was identified as an issue. The percentage of learners who live in a deprived area is 35.2% in comparison with 26.1% of the households in Leeds.

Learner outcomes

The college has continually increased its achievement rates overall from 82.7% in 2015/16 to 85.4% in 2016/17 and narrowed the attainment gap between groups of learners. Achievement for all protected characteristics and all ages has increased and is higher than the national rate. Continued high retention has contributed to higher achievement rates. Overall achievement has improved by 7.3% points in two years. This is now 3.4% points above the national rate.

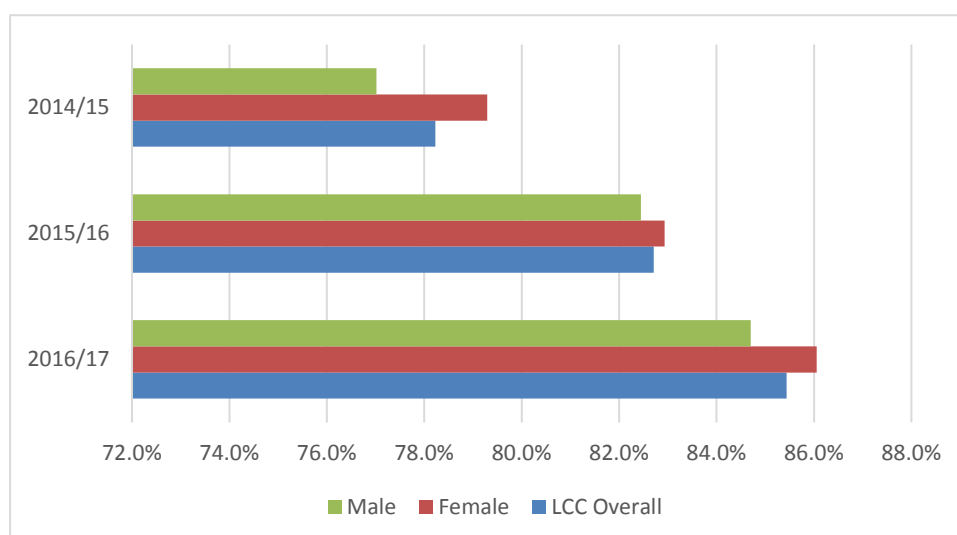
Outcomes by gender

There are no achievement gaps by gender; although in line with the national trend female learners outperform their male counterparts. The gap has closed from a position of 2.3% points in 2014/15 to 1.5% in 2106/17.

The gender profile on courses remains stereotypical, with female students dominating health and caring services, hairdressing and beauty therapy, and male students dominating engineering, computing and sport. Departments have set recruitment and retention targets to address the imbalance. For example, the college is working with Women into Science, Engineering and Construction (WISE) to promote the engagement and retention of female learners in STEM subjects.

Where courses are dominated by one particular gender, the minority typically perform as well as, or better than their peers. Over 2016/17 we have narrowed the gap of achievement in these courses. For example male learners made up just 6.3% of the cohort on Childcare and public services in 2014/15, but outperformed their female counterparts by 6.1%. Across 2016 males made up 27% of learners and outperformed their female peers by 2.7%. Conversely, in Computer Science, females make up 6% of the cohort but the male achievement rate is 3.9% higher.

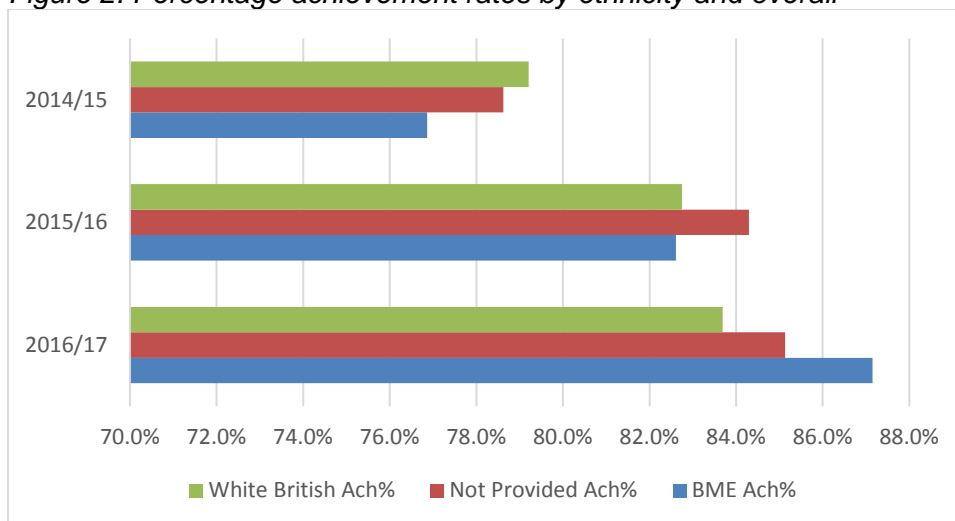
Figure 1: Percentage achievement rates by gender and overall



Outcomes by ethnicity

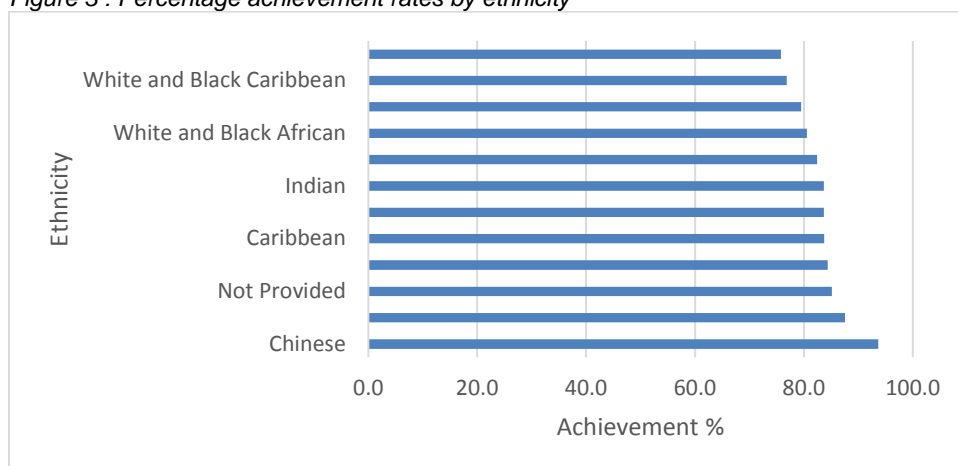
During 2016/17 achievement gaps between BME and White British learners have risen to 3.5% which is a rise from previous years. This is demonstrated in the gap below, with BME students on average outperforming White British students overall, but with clear differences in performance between different BME groups. Pass rates for all groups of learners have increased since 2014/15, although White learners at a smaller rate.

Figure 2: Percentage achievement rates by ethnicity and overall



Chinese learners performed better than their peers at 93.6% and White and Asian learners performed higher than the overall achievement rate at 87.5%. The lowest performing cohort were Gypsy /Irish Traveller learners, with success rates more than 17% lower than their peers. Other groups with substantial learners who performed below the achievement rate were Pakistani learners at 82.4%.

Figure 3 : Percentage achievement rates by ethnicity



Outcomes by disability

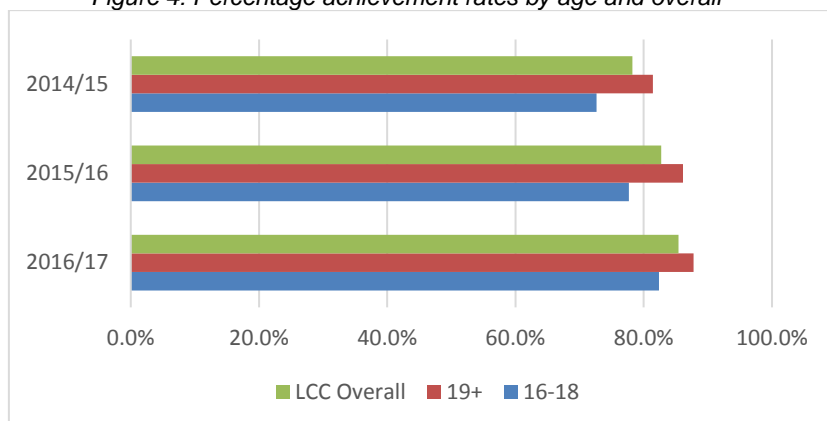
16% of all leavers had a declared disability; learners both with and without a declared disability outperform the national average. Although the vast majority of learners with a declared disability perform above national rates; those 120 learners with a declared physical disability perform 7.3% points below the national rate and 131 learners with a visual disability 6% points below the national average and improvements are needed for these groups.

Of over 28 000 leavers in 2016/17 12% have a learning difficulty. Provision for those with a learning difficulty is very good indicating the effectiveness of differentiated learning support and teaching, learning and assessment.

Outcomes by age

There continues to be an achievement gap between 16-18 year-olds and adults (19+), with adults continuing to out-perform their younger peers by 5.3%. This is similar to the previous year figure of 5.4%.

Figure 4: Percentage achievement rates by age and overall



The number of adults completing level 3 qualifications has almost doubled since 2014/15 with achievement rates 1% above the national adult rate.

Other groups

Whilst Looked After Children and learners living in deprived 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.

Children looked after

The college had 62 learners identified as children looked after (as defined by the Children Act, 1989) in 2016/17 which is a reduction from 122 in 2015/16. The reduction in number has been identified as an issue with information sharing which has since been resolved. Achievement rates for these learners has seen a 10% since the previous year, totaling 83.7% in 2016/17.

Learners living in deprived areas

The college ranks in the lowest decile for deprivation on the country. Learners from the 16-19 group living in the most deprived areas achieved overall 81.1% and 19+ students 88%. 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. Nationally there is a stark retention gap, with disadvantaged learners being less likely to be retained by 3.5% points. Retention for these learners is 2% higher at the college. Achievement rates are also slightly higher by 2% – again bucking the national trend and demonstrating the impact of student financial support for this cohort of learners.

Nationally learners classed as disadvantaged make much less progress than their counterparts and progress gaps are large. Again this is not the case at the college and gaps are significantly smaller than the national average

9. Learner Satisfaction

Learner satisfaction surveys are carried out twice a year to assess learner satisfaction and information is broken down by protected characteristics at a college-wide and departmental level.

Key survey statements related to equality and diversity are:

- I am valued and respected in my classes
- The college deals with bullying, harassment or discrimination issues well

- I have NOT experienced any bullying or harassment at college
- I feel safe at college.

All college results have improved for each statement by a minimum of 2 percentage points year on year. Analysis of the results to these statements shows no significant variation (+/-4%) between protected characteristics and the all college results.

When split by age, 24+ learners were the most satisfied, with results to the E&D statements returning +2 or 3 percentage points above those for 16-18 learners, and +1 or 2 percentage points above those aged 19-23. When White British results are compared against those for BME learners, there are no statistical differences of more than 2%. Results split by gender showed no difference in satisfaction between male and female learners; 54% of respondents were female and 46% were male.

Results from students with a declared learning difficulty or disability showed no significant differences from the all college results. This group of learners returned a satisfaction rate -2% below the all college average for 'I have not experienced any bullying at the college', however also responded +2% above the college result for believing that the college deals with bullying, harassment and discrimination issues well. Students in mainstream vocational areas with an Education, Health and Care Plan returned a satisfaction rate -4% below the all college average for not experiencing bullying but also responded +2% above the all college rate for satisfaction in dealing with issues. This may suggest that the college is proactive when addressing learner issues but that further work would be beneficial to ensure learners with additional needs feel fully supported and accepted by their peers

10. Our staff and governors

Staff profile

The college has seen a reduction in overall staffing from 1,400 in 2014/15 to 1,259 in 2016/17

Table 1: staff and governor profile 2016/17

	Female	Male	BME	White British	Declared Disability
College	65.1	34.9	17.5	74.9	3.01
Leeds population	50.7%	49.3%	18.9%	79.6%	Not available
FE Average	64%	36%	12%	88%	6%

The gender mix has remained largely unchanged for the last three years, with females making up the majority of the workforce. The gender mix is broadly in line with the FE sector average of 65.1% female. The percentage of staff who identify as being from a Black or Ethnic Minority (BME), including White Other is 17.

Occupational category by contract and age

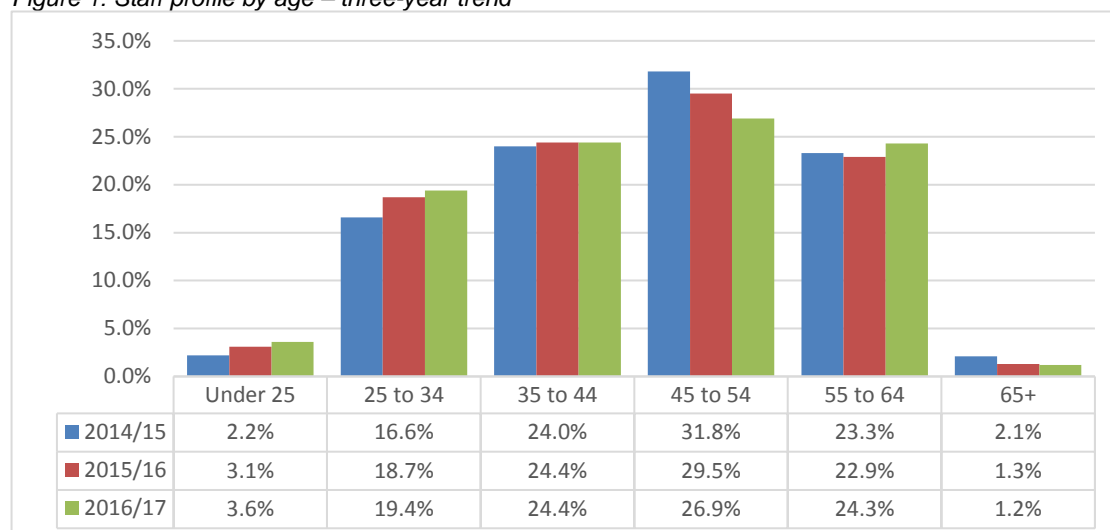
Table 2: staff profile by contract type 2016/17

	Headcount	Female	Male	BME	White British	Part Time	Declared Disability
College	1259	65.1	34.9	17.5	74.9	39.5	3.1
Academic	506	66	34	17.8	74.7	40.7	4.3
Support	587	66.6	33.5	19.4	72.4	44.5	2.5
Management	142	57.4	42.5	11.3	80.8	9.2	1.4

Senior Management	24	70.8	29.2	4.2	83.3	4.2	0.0
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Within the overall headcount, there is under-representation of BME staff in both management and senior management. Part time working is around 39.5% in the overall workforce but is much lower in management positions. The percentage of staff who have declared a disability is lowest within senior management, with 0% representation within the overall headcount.

Figure 1: Staff profile by age – three-year trend



The three-year trend shows an increase in the proportion of staff working in the college who are under 25 years of age. The college has taken on more young apprentices and has plans to increase further.

Starters and leavers

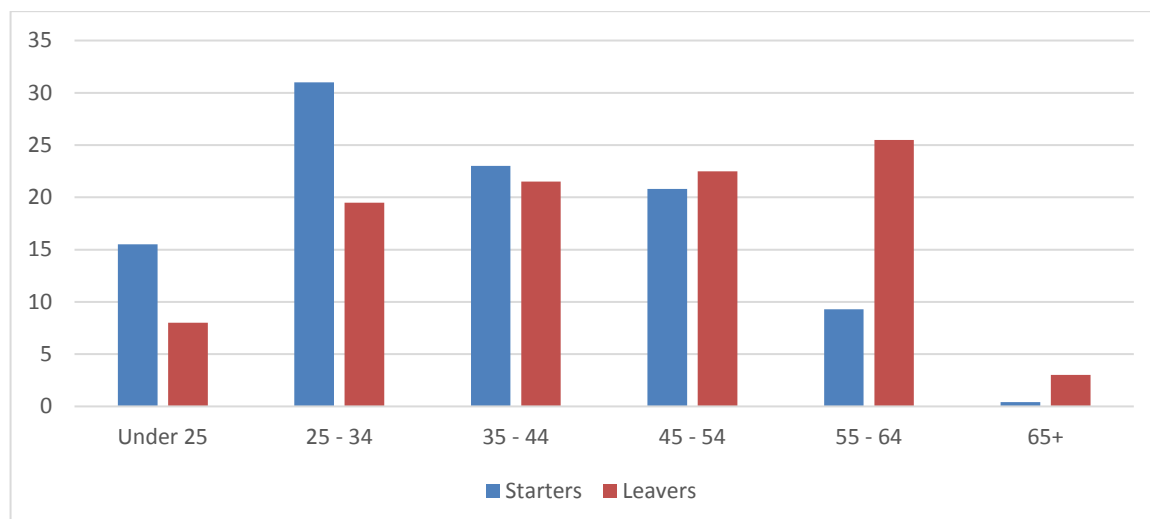
The college has reduced its overall headcount over the last three years in response to changing business priorities and in response to reductions in funding. In 2016/17 the gap between the number of starters and leavers reversed, with fewer leavers, reflecting a more stable workforce and the improved financial stability of the college.

Table 3: Starters and leavers headcount

Year	2014/15	2015/16	2016/17
Starters	140	140	226
Leavers	364	279	200

Although the majority of new starters were under the age of 45, more than 60% of all leavers were 45 years or older, addressing the challenges of an aging workforce and meeting emerging skills needs. The college took a conscious decision to recruit more apprentices, which has contributed to the increasing numbers of under 25s working in the organisation.

Figure 2: Starter and leaver headcount by age



Starters

The three-year trends show little change in the gender split, however there are increasing numbers of staff from a BME background joining the college. The percentage of new starters with a declared disability has risen to 4.0% after a decline between 2014/15 and 2015/16. Percentages for male and White British starters have decreased.

Year	2014/15	2015/16	2016/17
Female	61.2%	62.8%	65.9%
Male	38.8%	37.2%	34.1%
BME	18.0%	20.7%	24.3%
White British	71.98%	74.2%	71.6%
Declared Disability	4.3%	3.5%	4.0%

Leavers

In 2016/17 the college had 200 leavers, split across the categories. This shows an increase over 3 years in percentage of male leavers and of BME staff leavers, negating the progress made in recruiting to the local population profile for BME staff and for increasing the proportion of male staff.

Table 4: Leavers by characteristic

Year	2014/15	2015/16	2016/17
Female	65.0%	59.7%	58%
Male	35%	40.2%	42%
BME	7.6%	15.8%	17%
White British	80.1%	68.6%	72.5%
Declared Disability	3.4%	3.6%	2%

Staff development

Part of the college's ongoing commitment to raising awareness of equality and diversity is regular training. During the year the percentage of staff in currency for the mandatory online equality and diversity module increased by 7.3% to 97.0%.

All new starters complete an online module and a taught 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 with the college.

Further information

Further information about the college's approach to equality and diversity can be found on the website here:

<http://www.leedscitycollege.ac.uk/the-college/equality-and-diversity/>