



**LEEDS CITY COLLEGE**  
**Equality Information Report**  
**2015/16**

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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 2015/16 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 2015/16 in embedding equality and diversity into core business activities.

## 2. About Leeds City College

Leeds City College is one of the largest colleges in the UK, with around 35,000 enrolments each year.

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 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 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 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.

The most recent census (in 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.

There is no direct count of people with a disability, but people who say they are limited a lot by “long term health problems or disability” account for around 7.7% of the population.

According to the Index of Multiple Deprivation, over 150,000 people in Leeds live in areas that are ranked amongst the most deprived 10% nationally, more than 20% of the city's population.

## 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

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 the next four years. The 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.

## 6. Progress against our equality objectives in 2015/16

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

- The achievement rate gap between BME and White British learners has reduced to 0.1% in both age groups.
- Achievement rates between male and female learners has reduced to 5 percentage points.
- The gap in achievement rates between 16-18 year-old learners and 19+ year old learners remains high at 8.4%; although there are large difference in the types of courses each study.
- The achievement rates for learners from a deprived area as improved to 1% below the national benchmark.

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

- Achievement rates for apprentices with a declared difficulty /disability has increased from 5.8% to 7.6%, however the rate of disclosure is very low.
- The gap in the achievement rate for male apprentices has increased to 6.1% from 2%

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

- Representation of female learners on engineering courses has increased to 7%. Female learners attain higher achievement rates than 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.

**Objective 5: Promote equality in the workforce**

- The proportion of BME staff has increased from 11.5% (2012/13 baseline) to 16.7%
- From the 2012/13 baseline, there has been an increase of part time workers in management positions. Female workers are well represented in both management and senior management positions.

**Objective 6: Improve data collection**

- There has been an increase in disclosure rates for religion and belief from 28.3% in 2013/14 to 41.3% in 2015/16.
- There has been an increase in disclosure rates for sexual orientation from 30.4% in 2013/14 to 43% in 2015/16.

**Objective 7: Develop a safe and inclusive working environment**

- There has been a reduction in grievances overall, and only one case 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 14% (baseline 2012/13) to 4.9% in 2015/16.

**7. Our plans for the coming year**

- Review our equality objectives and determine whether they continue to be relevant and have a positive impact.
- We will improve the assessment of apprentices to identify and implement appropriate additional learning support needs for apprentices with a learning difficulty or disability.
- We will raise awareness of Cyberbullying with learners and staff to promote a culture of feeling safe within college.
- We will become a Stonewall Diversity Champion and work towards re-accreditation as an Investor in Diversity.

- We will continue to encourage staff to update their personal details and reduce the number of instances where a status is unknown. In the year, we will extend the use of the HR “self-service” function to collect data in a confidential and efficient manner.
- Each head of department will develop a meaningful action plan, addressing areas where there are gaps
- We will recruit more young people to be apprentices in the college
- We will recruit and train more teachers from diverse backgrounds.

## 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 2015/16 (headcount)

	Female	Male	BME	White British	Declared Disability	Living in a deprived area <sup>1</sup>
College learners	55.0%	45.0%	39.8%	58.7%	15%	36.0%
Leeds population	51.0%	49.0%	18.9%	21.1%	not available	26.1% <sup>2</sup>

The majority of the college’s learners are female (55%) with 39.8% of all learners being 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 15%, which has increased from 12.3% in 2014/15. The percentage of learners who live in a deprived area is 36% in comparison with 26.1% of the households in Leeds.

### Learner outcomes

The college has increased its achievement rates overall from 78.4% in 2014/15 to 82.7% in 2015/16 and narrowed the attainment gap between groups of learners.

#### Outcomes by gender

Outcomes for both groups have improved between 2014/15 and 2015/16, and the gap has reduced to 0.5% from 2.1% in 2014/15, with female learners performing better on average than males.

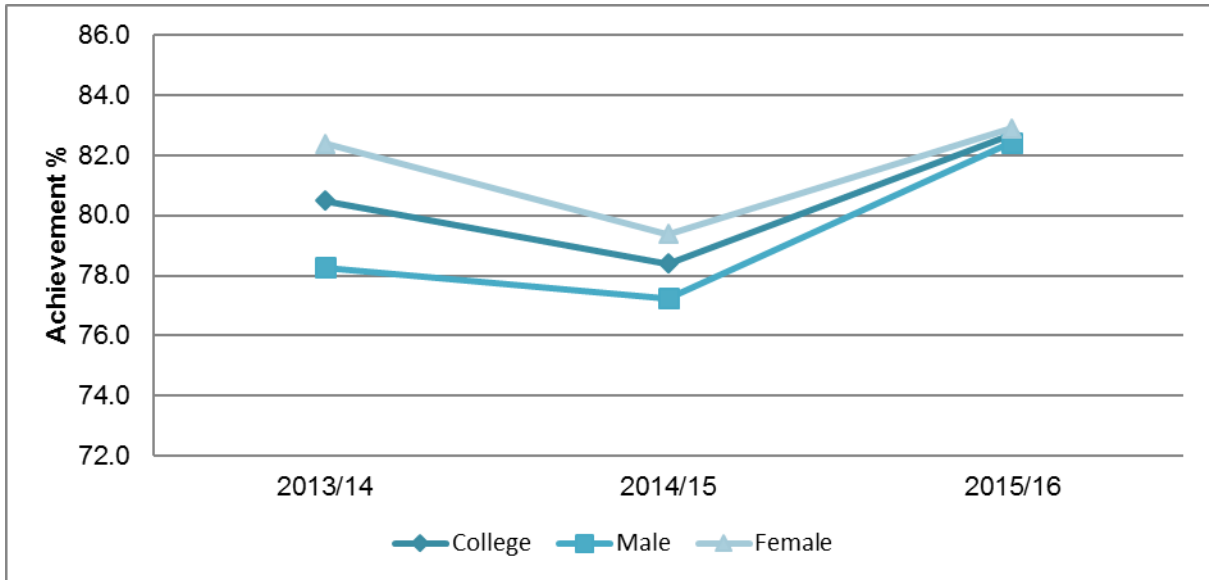
The gender profile on courses remains stereotypical, with female students dominating health and caring services, hairdressing and beauty therapy, and male students dominating engineering, computing and sport. Departments have set recruitment and retention targets to address the imbalance. For example,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

<sup>1</sup> Defined as areas in the most deprived 10% nationally on the Index of Multiple Deprivation (IMD)

<sup>2</sup> From 2011 Census: Leeds has 83,580 households out of 320,596 households in the IMD

Where courses are dominated by one particular gender, the minority typically perform as well as, or better than their peers, for example male learners make up just 6.3% of the cohort on Childcare and public services, but outperform their female counterparts by 6.1%. Conversely, in Computer Science, females make up 4.2% of the cohort but the achievement rate is 14.1% higher.

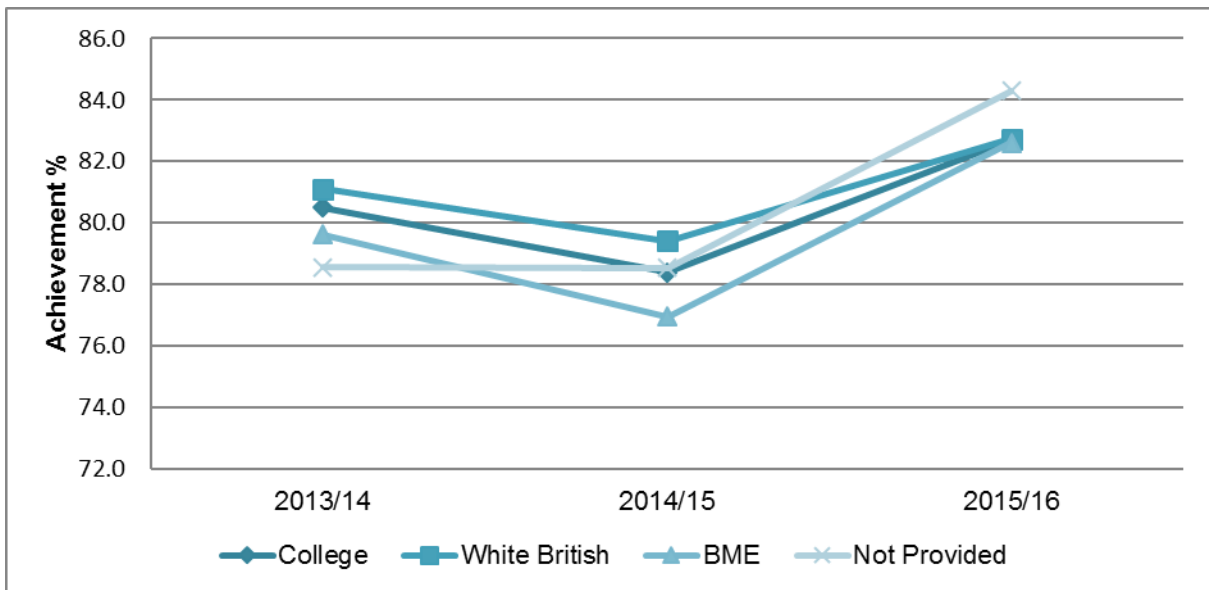
Figure 1: Percentage achievement rates by gender and overall



Outcomes by ethnicity

Ethnicity achievement gaps for all learners have closed from 2.5% points in 2014/15 to 0.1% points in 2015/16.

Figure 2: Percentage achievement rates by ethnicity and overall

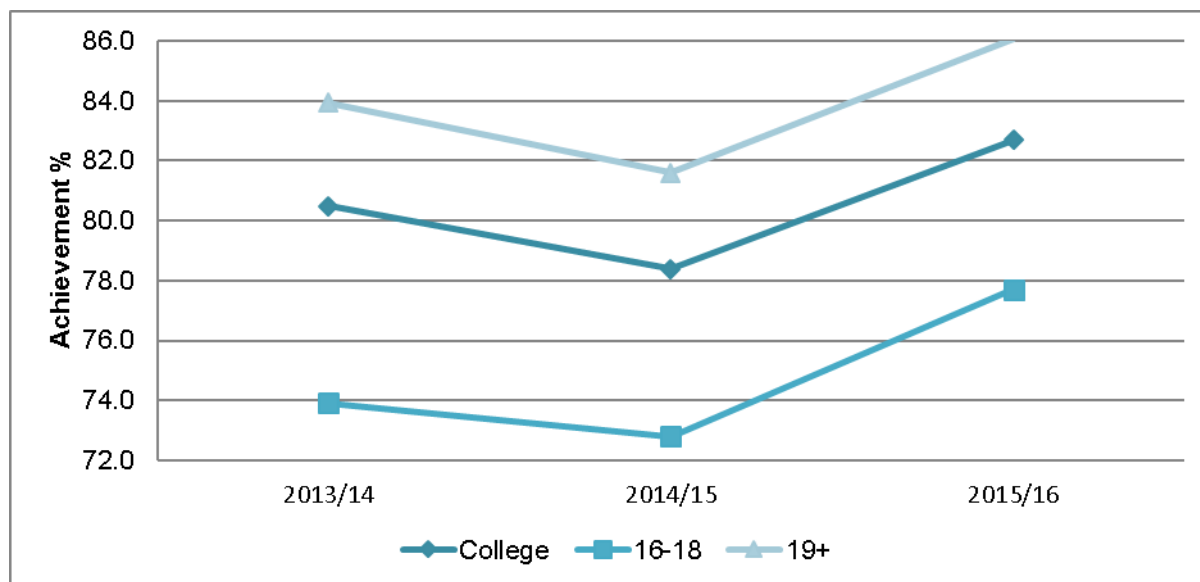


Chinese learners performed better than their peers at 90.4%. The lowest performing cohort were Gypsy /Irish Traveller learners, with success rates more than 17% lower than their peers; however it should be noted that overall numbers for this groups were very small. Other groups with substantial learners who performed below the achievement rate were Pakistani learners at

80.2%. Groups with substantial learners who performed above the achievement rate included; African learners at 83.4% and Other White learners at 84.6%. Monitoring is continuing at department level to address performance issues for these groups.

*Outcomes by age*

There continues to be a significant achievement gap between 16-18 year-olds and adults (19+). With adults continuing to out-perform their younger peers by 8.4%



The nature of the programmes undertaken by these cohorts does not stand up to comparison as the majority of adult learners undertake short programmes of study, whilst 16-18 year-olds mainly enrol on full-time study programmes.

*Other groups*

Whilst Looked After Children<sup>3</sup> 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.

**Looked After Children**

The college had 122 learners identified as Looked After Children in 2015/16. Achievement rates for these learners were poorer at 73.7% compared with 82.7% overall. The achievement gap has closed to 9% from 14.2% in 2014/15.

**Learners living in deprived areas**

Of the 16,000 learners enrolled in the college, 5,700 who studied at the college in 2015/16 are identified as living in a deprived area, as measured by the national Index of Multiple Deprivation. Learners in this cohort are now only 1% below the national rate of 82.3%. The gap has decreased significantly from 5.2% in 2014/15.

The range of achievement between the lowest and highest levels of deprivation when compared with national rates, have also reduced from 8.7% in 2014/15 to 6.7% in 2015/16.

<sup>3</sup> Looked After Children is defined by the Children Act 1989 as being looked after by the local authority.



## **Learner satisfaction**

Student 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 questions related to equality and diversity are:

- Staff treat me with respect
- Students treat me with respect
- I know how to raise concerns about bullying and harassment
- I have NOT experienced any bullying or harassment at college
- I feel safe at college.

Analysis of the results for these questions shows no significant variation (+/- 5%) between any protected characteristic and the overall college result. The overwhelming majority of respondents (91%) agreed that staff treated them with respect. The disaggregated results identified that 16-18 year-old white British learners and learners with a declared disability were the least satisfied groups, each returning a -2% difference. While 90% of learners agreed that other learners treated them with respect, disaggregated results identify a +/-4% spread with 16-18 year-old learners and learners with a disability the least satisfied and 19+ year old students the most satisfied.

Of the survey respondents, 90% agreed that they know how to raise a concern about bullying, with a +/-4% point spread. 91% of respondents agree that they felt safe at college, with a spread of -2% to +5% percentage points across protected characteristics.

The college has robust systems and procedures to protect learners and staff from bullying and harassment. Concerns were identified in the end of year surveys in 2014/15 as 29% of full-time learners reported experience of bullying and harassment. As a result, there has been a focus on raising awareness about bullying and highlighting on-line safety. There has been an increase in recording of bullying incidents within safeguarding concerns, from 49 reports in 2014/15 to 63 reports in 2015/16. Student voice consultations and analysis of these reports shows no evidence that incidents were due to equality characteristics.

The 2015/16 survey results indicate that there has been a reduction in the number of learners reporting that they had experienced bullying and harassment, falling from 29% in 2014/15 to 10% in 2015/16. However, students with a declared learning difficulty or disability continue to report higher levels than other groups of learners.

## 9. Our staff and governors

### Staff profile

The college has seen a reduction in overall staffing from 1,400 in 2014/15 to 1,261 in 2015/16.

Table 2: staff and governor profile 2015/16

	Female	Male	BME	White British	Declared Disability
College	64.5%	35.5%	16.7%	76.7%	2.8%
Leeds population	51.0%	49.0%	18.9%	21.1%	not available
FE Average	64.0%	36.0%	15.8%	84.2%	4.0%
College Governing Body	54.5%	44.5%	9.0%	91.0%	9.0%

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 64% female. The percentage of staff who identify as being from a Black or Ethnic Minority (BME), including White Other is 16.7%, which is slightly lower than the Leeds population at 18.9%.

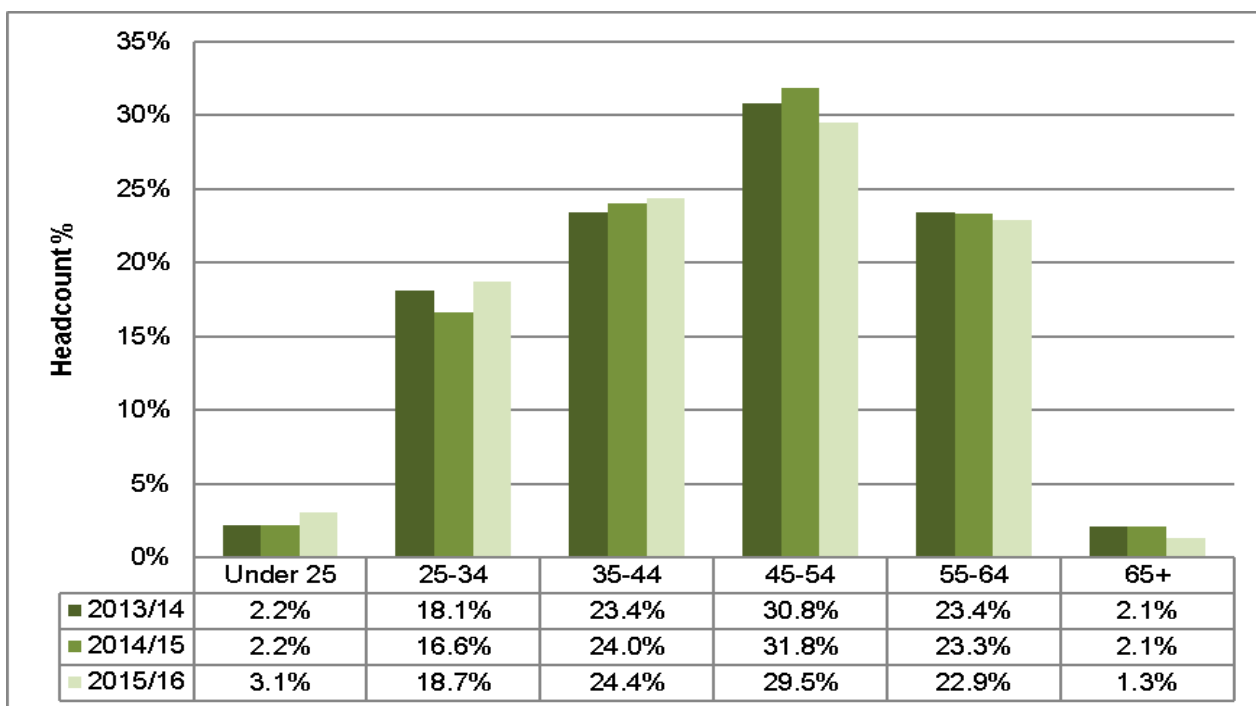
### Occupational category by contract and age

Table 3: staff profile by contract type 2015/16

	Headcount	Female	Male	BME	White British	Part Time	Declared Disability
College	1261	64.5%	35.5%	16.7%	76.7%	42.8%	2.8%
Academic	576	62.9%	37.14%	13.1%	81.2%	41.2%	4.1%
Support	596	66.6%	33.4%	21.0%	72.4%	44.2%	2.9%
Management	62	56.5%	43.5%	9.6%	82.2%	6.4%	1.6%
Senior Management	27	66.6%	33.4%	7.4%	81.5%	3.7%	0.0%

Within the overall headcount, there is under-representation of BME staff in both management and senior management. Part time working is around 42.8% in the overall workforce but is much lower in management positions.

Figure 3: 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

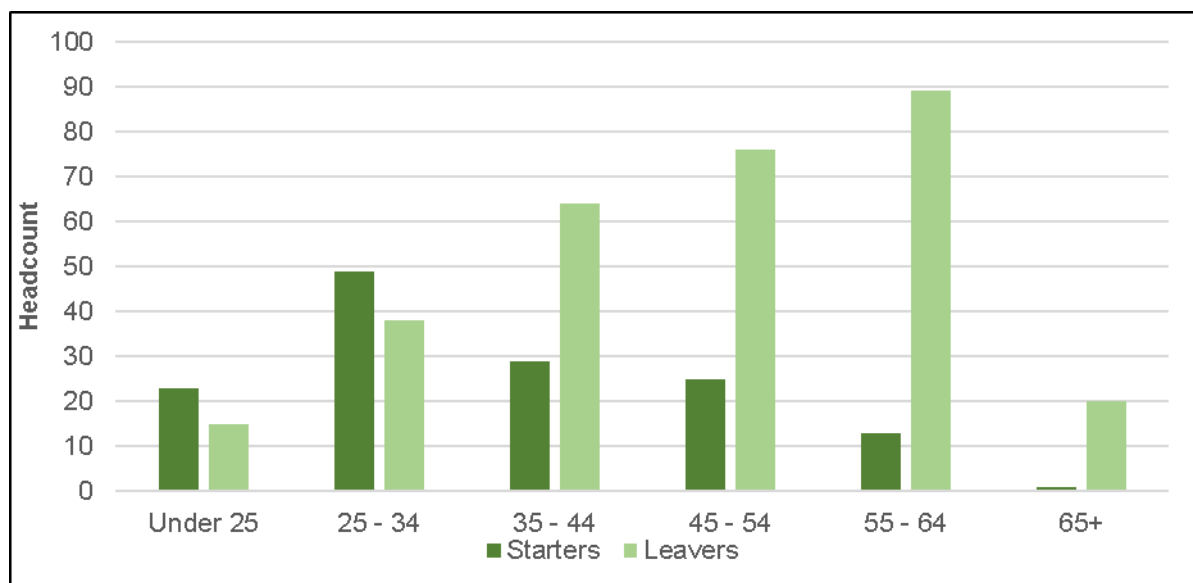
The college has reduced its overall headcount over the last three years. The high level of leavers in each of the years is mainly due to reductions in funding and the need to reduce overall headcount.

Table 4: Starters and leavers headcount

Year	2013/14	2014/15	2015/16
Starters	198	140	140
Leavers	298	364	279

Although the majority of new starters were under the age of 45, more than 60% of all leavers were 45 years or older. The college took a conscious decision to recruit more apprentices, which has contributed to the increasing numbers of under 25's working in the organisation.

Figure 4: 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, disclosure rates are now at 95%, an increase of 35% from 2013/14.

Table 5: Starters by characteristic

Year	2013/14	2014/15	2015/16
Female	56.7%	61.2%	62.8%
Male	43.3%	38.8%	37.2%
BME	10.7%	18.0%	20.7%
White British	49.2%	71.9%	74.2%
Declared Disability	2.1%	4.3%	3.5%

### Leavers

In 2015/16 the college had 279 leavers, split across the categories.

Table 6: Leavers by characteristic

Year	2013/14	2014/15	2015/16
Female	34.4%	65.0%	59.7%
Male	65.6%	35%	40.2%
BME	16.7%	7.6%	15.8%
White British	74.3%	80.1%	68.6%
Declared Disability	3.4%	3.4%	3.6%

## **Employee relations**

### *Grievances*

There were four grievances raised by staff in 2015/16, this is a decline of eight since the previous year. Two of the claims were for bullying and harassment, and one was in relation to ethnicity.

### *Disciplinary*

There were 16 cases of disciplinary action in 2015/16 compared to 13 in 2014/15. No disciplinary action was taken against staff from a BME background or staff with a declared disability.

## **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 attend an induction course, which 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 with the college.

## **10. 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/>