



Leeds City College

Equality Diversity and Inclusion

Annual Report

2019/20

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Section 1: Background

1. Introduction

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

The report provides a summary of headline equality and diversity data for 2019/20 and an overview of key achievements, activities and actions in relation to both students and staff. The college has made good progress in 2019/20 in embedding equality and diversity into core business activities.

The development of workstreams during this academic year was abruptly halted due to the Coronavirus outbreak. All areas were further impacted by a cyber attack which affected all college systems including the data systems required to complete this report. The college responded with extra support and provision to support the most vulnerable members of our college community during this unprecedented year.

Please note that the student data in this report is collected by headcount other than achievement data, which is collected by funded qualification rather than headcount.

2. Terminology and Acronyms

Please see the glossary of terms in Appendix 2

3. About Leeds City College and the Luminate Education Group

Leeds City College (LCC) is the largest further education establishment in Leeds, West Yorkshire; one of the largest further education institutions in the country delivering more than 20,000 funded qualifications; and one of the biggest providers of apprenticeships regionally.

LCC offers a wide range of industry standard vocational and academic qualifications from entry level to higher education.

In 2019 the Leeds City College Group rebranded as the Luminate Education Group to better reflect its increasing portfolio of member institutions which also include Leeds College of Music, Keighley College and the schools in the White Rose Academies Trust. On 1 August 2019 Harrogate College joined the group from Hull College Group.

LCC aims to continually meet the needs of local employers and prides itself on excellent facilities including the grade 2 listed Printworks Campus and newly opened Quarry Hill campus. The college boasts a portfolio of impressive industry links on local, regional, national, and international scales.

A significant proportion of the students at the college come from areas that are in the highest indices of social and economic deprivation. The college student body ranks in the lowest decile for deprivation in the country and the majority of students sit in quartile 1 (most deprived). Over 51% of leavers are recruited from the poorest 10% of postcodes. Around 60% of the current students entered the college with little or no prior attainment and many adult students have a poor experience of formal education.

In 2019/20 LCC financially supported over 6200 students with bursaries and learner support funds, which removed financial barriers to learning.

4. Demographic and Economic Context

Leeds is the UK's fastest growing city and is the main driver of Leeds City Region, with a £64.6 billion economy, a combined population of 3 million and a workforce of 1.37 million. 450,000 people work in Leeds, and wages are above the regional average, however 172,000 people (20% of children) live in poverty¹.

Leeds City Region has been impacted by COVID-19 up to a quarter of businesses were forced to temporarily shut their doors, with as many as 300,000 people being placed on the Government's furlough scheme.

5. The Equality Duty

Luminate Education Group takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change:

- **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.

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

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Further information on how we manage Equality Diversity and Inclusion (EDI) can be found in our EDI [strategy](#) document and our EDI policy.

Section 2: Strategy and Objectives

6. Progress against Equality Objectives

Our Equality Objectives are values driven, and were informed by the information we collect about staff and students, as well as student voice. They are aligned with the Luminate Education Group strategic objectives. The college action plan specifies detailed delivery actions, and is monitored by the Luminate Education Group Equality, Diversity and Inclusion Committee. Regular reports are presented at the college and group board meetings. During 2019/20 Leeds City College made significant progress towards the EDI objectives. Examples of actions and activities include:

Objective 1: Promote Social Mobility

¹ <http://www.leedsgrowthstrategy.co.uk/one-year-on-july-2019/>

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

- The Black Asian and Minority Ethnic (BAME) staff forum presented to the Executive Leadership Team regarding the profile of the college staff and career progression for those from diverse backgrounds.
- Work with curriculum staff to analyse students' predicted grades by characteristic to identify and breakdown unconscious bias.
- Development of the new EDI taught training programme for all staff, which addresses student and staff population diversity with the aim of improving student outcomes.
- The college opened to support the most vulnerable students during the Covid pandemic.

Objective 2: Accessibility for all

We will champion accessibility of the curriculum and the college environment, improve physical accessibility, challenge ability discrimination and promote respect and inclusion regardless of ability, disability or mental wellbeing.

- Delivery of hidden disability and neurodiversity training to EDI Champions and other staff to raise awareness and understanding.
- Worked with the Director of Estates and Capital Projects to include accessibility as a key part of estate planning and redevelopment.
- Staff forums produced guidance on how to support staff and students with different characteristics during the pandemic.
- Staff differentiated curriculum content and delivery to meet diverse needs of students during remote learning.

Objective 3: Voice and Influence

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

- Investment in the development of staff forums and EDI Champions as areas of consultation and expertise for EDI-related issues.
- Contributed to designing the Staff Survey and Staff Health & Wellbeing Survey to include meaningful insight into the experience of staff with a range of equality characteristics
- Staff and students consulted on various EDI initiatives including the design of new EDI training to ensure efficacy and applicability.
- Disability and Neurodiversity Staff Forum rebranded and relaunched.

Objective 4: Celebrate Diversity

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

- Participated in Stonewall's Workplace Equality Index, achieving 287th place, up 54 places from 2019.
- Developed a campaigns and religious observance calendar for promotion of EDI events internally and externally.
- Developed Ramadan guidance and support under Covid-19 guidelines.
- Participated in various campaigns e.g. Leeds (Virtual) Pride, World Mental Health Day, International Day for Disabled People.
- Supported the planning of Trans Day of Remembrance Leeds.
- Supported the launch of the Friends of Dolly reading scheme for Children Looked After.
- Amended student data systems to include "Known As" and "Pronouns" categories to ensure all students can be, and be referred to as, their authentic selves whilst at college.

Objective 5: Challenge Discrimination

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

- Development of new EDI taught training explicitly covers what discrimination and exclusion look like and how to address these for staff and students.
- BAME staff forum work around the under-representation of BAME members of staff at all levels in the college, particularly in leadership and management roles, providing a foundation to further work in 2020/21.

- Disability and Neurodiversity advocacy work to ensure equal access.
- Working in cross-Leeds Equality networks to address discrimination in our communities.
- Responded to the Black Lives Matter movement, including a statement about our commitment to racial equality and committing to the development of a five-year action plan.

Objective 6: Promoting Wellbeing

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

- Development and recruitment of staff Wellbeing Champions in each department, as part of the new staff Wellbeing strategy and policy.
- Health and Wellbeing survey implemented for all FE college staff.
- Active promotion of the Employee Assistance Programme.
- Participated in World Mental Health Day with activities for staff and students.
- Review of flexible working policies.

The EDI objectives run until 2021 academic year triggering us into a consultation period.

7. COVID-19 Response

In this highly unusual year, the college responded swiftly to the call for a national lockdown in response to the global pandemic. Detailed risk assessments and an Equality Impact Assessment were carried out for staff, and the college put a range of support in place for staff and students.

Every college portable device was loaned to students to mitigate against digital barriers to learning, devices were purchased for students using student funds and young people with care experience were provided with devices and internet connectivity. The college opened to the most vulnerable students throughout the first lockdown period.

8. Black Lives Matter

The year was painful and traumatic due to persisting racial inequalities and divides globally, in the UK and in Yorkshire. The murder of George Floyd by police officers in the United States was viewed across the world, as the COVID-19 lockdown increased use of social media.

The Luminate Education Group responded and reflected on our need to listen and learn, but also to solve and act, releasing statements of support and solidarity with Black communities, our students, and our staff. The statement was a demonstration of our commitment and our responsibility to be the change we want to see in the world. We know that racism is ever present in our societies, affecting the daily experiences of our staff, students and communities and we need to help change this.

We committed to creating a Race Equality Road Map for positive change developed over three phases Listen & Learn, Analyse & Feedback, Plan for Action. The Road Map will set out areas of concentration to progress over the coming years: Recruitment, Data, Training and Development, Diversifying the Curriculum, and Student Voice. This work will shape our EDI objectives and strategy which will be reviewed in 2021 and be included in our reporting cycles going forward.

Please find our statement on our [website](#)

Section 3: Our Students

9. Student Data

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

All student data is from MIS ProAchieve 2019/20 Rules Applied Summary & ProSolution Student Detail 2019/20 unless otherwise stated.

	Female	Male	BAME	White	Declared Disability	Living in a deprived area (0-10%)
19/20 LCC students	60.8%	39.1%	48.7%	47.6%	15.1%	50.1%
19/20 LCC students Headcount	7263	4670	5812	5686	1799	5988
18/19 LCC students	60.7%	39.2%	48%	48.4%	15.8%	44.4%
17/18 LCC students	56.9%	43.1%	40.6%	59.4%	22.2%	37.6%
Leeds population 2015/16	50.9%	49.1%	18.9%	81.1%	16.8%	22.9%

Table 1: Three year student data by protected characteristics

The headcount of students on funded courses was 12,642 in 2019/20 and a further 3990 undertaking non funded courses. The majority of the college's students are female at 60.8%. Female students are overrepresented in all areas of the college across all ages. 48.7% of students who declared their ethnicity are from a BAME background, compared to 18.9% of the Leeds population. Our declared disability rates are 1.7% below the Leeds population.

The percentage of college students who live in the most deprived areas has increased year on year now at 50.1%.

10. Quality of Education

The college curriculum is designed to support students in developing skills which will enable them to meet their progression and career aspirations and also meets the needs of local and regional employers, as well as provide a full pastoral programme that develops global citizenship and social responsibility.

Total achievement 88%

Total Retention 93.4%

Total Pass 94.2%

Achievement rates

Achievement rates have continued to improve for all students. The achievement rate for 2019/20 is 88% which represents a 0.8 percentage point increase on the previous year.

Age	2019/20	2018/19	2017/18
16 – 18	87.3%	84.4%	82.1%
19+	88.9%	89.4%	89.9%
Non funded ¹	76.1%	84.8%	83.4%
LCC Total	88%	87.2%	86.6%

Please note non-funded figure is not included in LCC total

Table 2: Three year student achievement data by age group

This year has seen a decrease in achievement for non-funded and 19+ students. 16–18-year-old students are achieving at a rate of 87.3%, which follows a steady increase over the past three years. Overall achievement rates remain high and above the national rate. Note these outcomes were the nationally applied methodology of centre assessed grades.

10.1 Gender

Gender	2019/20	2018/19	2017/18
Female	88.3%	88.5%	87.3%
Male	87.6%	85.1%	85.6%
LCC Total	88%	87.2%	86.6%

Table 3: Three year student achievement data by gender

In line with the national trend, female learners outperform their male counterparts by 0.7%. There is a greater proportion of females on some large and higher performing programmes such as ESOL, which may account for this. Gender profile on some courses remains stereotypical with significant gender imbalances. As an organisation we recognise and celebrate all gender identities, however, disclosure of those identifying as non-binary remains low. Changing the methodology for collecting this information means we can capture a more accurate representation of our students in the future.

10.2 Ethnicity

Ethnicity	2019/20	2018/19	2017/18
BAME	88.1%	88%	87%
White	87.7%	85.7%	86%
Not provided	91.4%	-	-
LCC Total	88%	87.2%	86.6%

Note- In previous years not known data was not provided therefore 2018/19 and 2017/18 are left blank

Table 4: Three year student achievement data by ethnicity

The data highlights overall our BAME students have a 0.4% higher achievement rate than their White counterparts which is consistent with previous years and for the majority of departments. It is noted that for students progressing onto higher levels of learning after FE, attainment gaps reverse and widen significantly. Large numbers of students have not provided ethnicity and other data and we need to consider approaches to encourage increased data disclosure in order to improve our reporting accuracy.

10.3 Ethnicity and Gender

Ethnicity	Gender	2019/20	2018/19	2017/18
BAME	Female	89.1%	89.6%	88.8%
	Male	86.5%	85.6%	84.4%
White	Female	87%	86.9%	85.7%
	Male	88.7%	84%	86.3%
Not provided	Female	91.9%	-	-
	Male	90.8%	-	-

Note- In previous years not known data was not provided therefore 2018/19 and 2017/18 are left blank

Table 5: Three year student intersectional achievement data by ethnicity and gender

This data shows that BAME males are the lowest achieving group at the college this year although there has been an increase in achievement from last year. This decline in achievement marks a change from last year when White British males were the lowest achievers which was consistent with national rates. BAME females have seen a decrease in achievement by 0.5%, although they remain the highest performing group. White British males have seen the most marked increase in achievement this year at 4.7% and further analysis will provide insight into the factors that have contributed to the change.

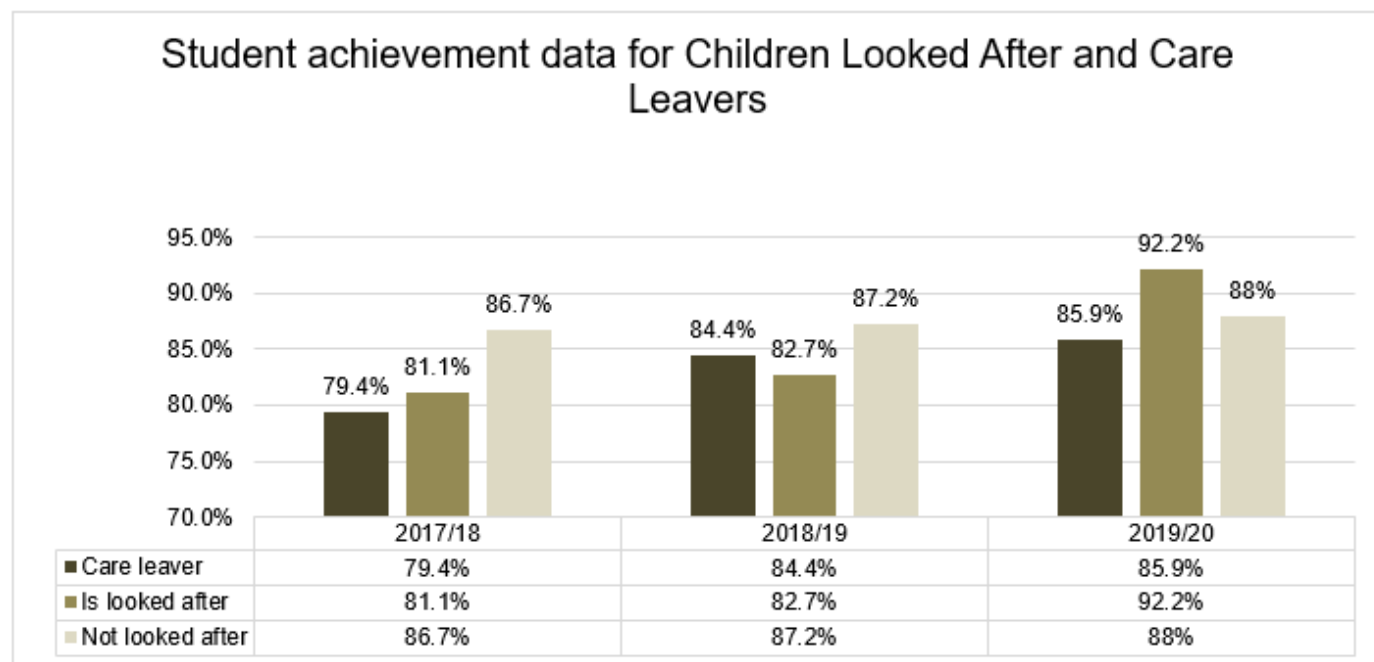
10.4 Disability and learning difficulty

Disability or difficulty	Leavers	Achievement	National Average	Difference
Yes	17.7%	88.3%	84.7%	+3.6%
No	80.6%	88%	87.4%	0.6%
Not provided	1.7%	85.3%	85.2%	0.1%

Table 6: Student achievement data by learning difficulty, disability or health problem in comparison to national figures, numbers by funding qualification

17.7% of all leavers had a declared disability or difficulty which is a 2.7% increase from last year. All students outperform the national average and are in line with the college average. This category covers a wide range of experiences and further detailed analysis into achievement would inform curriculum and support.

10.5 Young people with care experience

**Chart 7: Student achievement data for Children Looked After and Care Leavers**

92.2% of children looked after and 85.9% of care leavers achieved their qualifications, demonstrating improved achievement for children looked after. The outcomes for care leavers and the experience of all students with care experience is an area for development and two dedicated roles were introduced in 2019/20.

10.6 Ethnicity and deprivation

A key indicator, linked to social mobility, is the level of deprivation based on student postcode. 52% of the college's adult population are from the lowest 10% areas of deprivation, 65.7% of these identify as BAME and 55.6% identify as female.

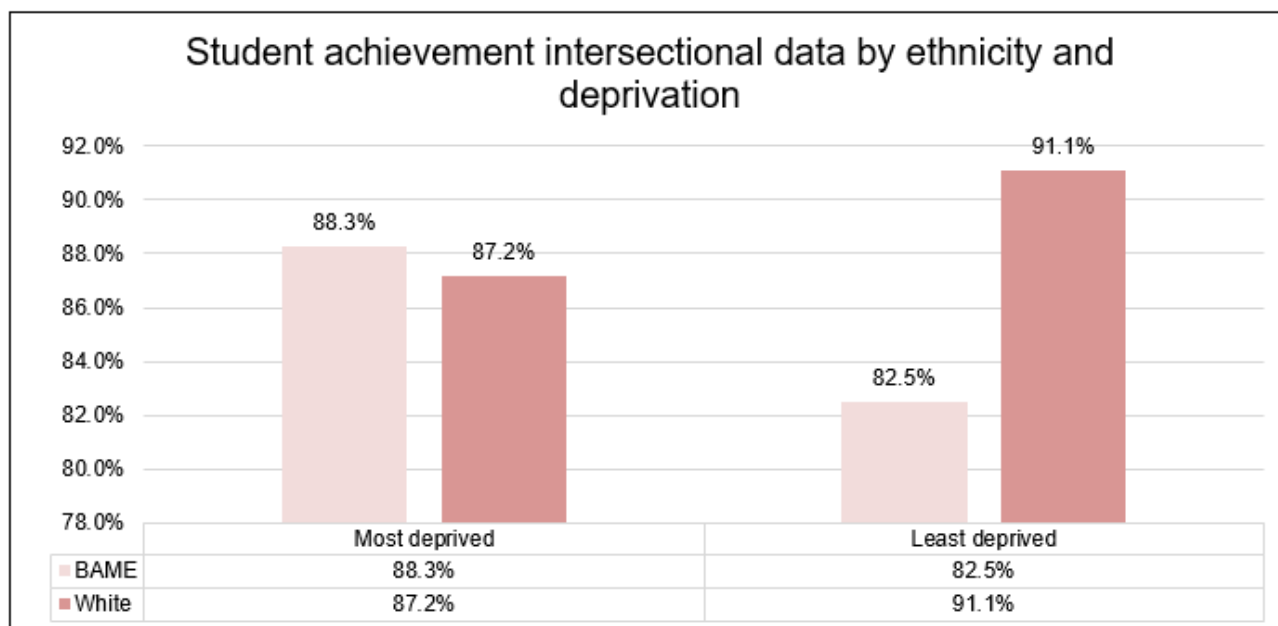


Chart 8: Student achievement intersectional data by ethnicity and deprivation

Whilst White students from the least deprived postcodes outperform white students from the most deprived postcodes by 3.9%, this gap is reversed for BAME students, where students from the most deprived postcodes outperform BAME students from the least deprived postcodes by 5.8% (widening from 4.5% in 2019/20), and outperform white students from the most deprived postcodes by 1.1%. Further investigation into this data is required at departmental level; it is potentially the result of the large number of qualifications completed by students in the high performing ESOL department.

10.6 Apprenticeships

	Female	Male	BAME	White British	Declared disability	Living in a deprived area (0-10%)	Overall
2019/20 LCC Apprentices	77.6%	55.8%	63.5%	58.7%	65.7%	60.5%	61%
2018/19 LCC Apprentices	80%	64.4%	73.3%	71.9%	68.3%	76.5%	72.2%
2017/18 LCC Apprentices	77.7%	66%	66.2%	72.3%	67.1%	69.4%	71.4%
2018/19 National	87.2%	86.2%	61.3%	65.2%	84.7%	-	64.7%

Table 9: Apprenticeship achievement data by protected characteristic

During 2019/20 821 apprentices completed their programmes with an overall achievement rate of 61%, below the national rate and a key priority for improvement. There is a 27% gap between the achievement rate of apprentices and achievement of students overall. Covid-19 has impacted the timely completion of apprentices due to furlough, changing working patterns and restrictions to support from assessors in

workplaces. The college has extended the qualification completion time for some apprentices. Female and BAME apprentices along with those declaring a disability outperform the college average.

11. Destinations

The college collects destination data of our leavers within two months for initial destination and again at nine months after completion for sustained destination, in line with ESFA and Department for Education requirements therefore data for 2019/20 leavers is the most recent.

Positive destinations include employment, apprenticeships, further education and higher education. Neutral destinations include a gap year or independent living for those with high needs. Negative destinations include not in employment, education or training (NEET), and unknown destinations

Overall, 92.8% of 16-19 ESFA funded students have a positive destination, whether that be employment, or further study. Please note that ESFA funded data includes students aged up to 24 with an EHCP.

3.55% of ESFA funded students progressed to apprenticeships and 6.62% progressed to employment. Although progression to apprenticeships is still low, it is a very slight improvement of the 2018/19 rate of 3.43%. Progression to employment has decreased from 11.30% in 2018/19. It is likely progression to employment has been affected by the impact of Covid-19, which has had a significant detrimental impact on the labour market and job recruitment.

Please note that whilst as an organisation we are committed to representing our non-binary students, the government destinations reporting methodology includes only binary categories.

16-19 ESFA FUNDED DESTINATIONS BY PROTECTED CHARACTERISTICS

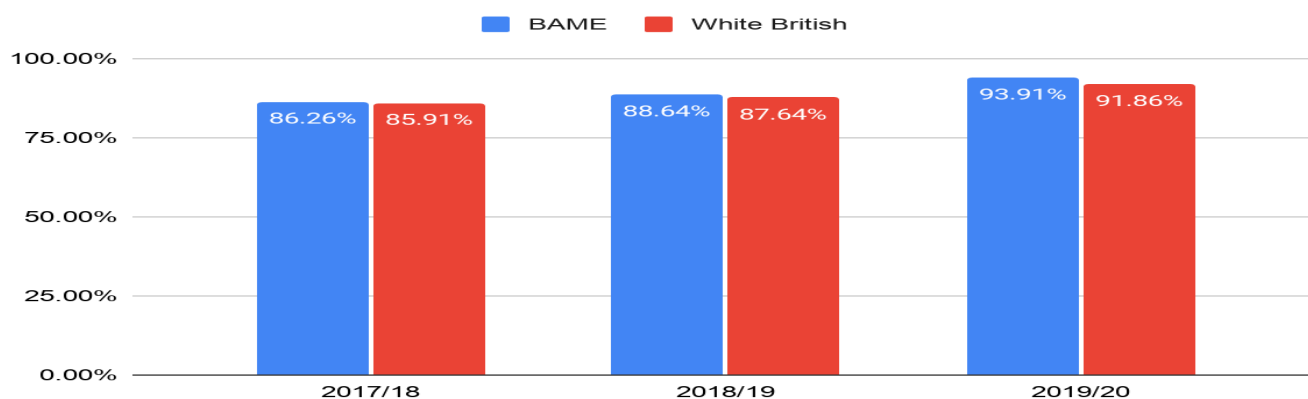
11.1 Destination by ethnicity

Ethnicity	Positive	Neutral	Negative	Total
BAME	2080 (93.9%)	39 (1.8%)	96 (4.3%)	2215
English / Welsh / Scottish / Northern Irish / British	2878 (91.9%)	37 (1.2%)	218 (7%)	3133
Not provided	113 (93.4%)	2 (1.7%)	6 (5%)	121

Table 10: Destination data by ethnicity 16-19 (24) year olds

The proportion of BAME 2019/20 students with a positive destination is just over 2% higher than that of white British leavers.

Positive destinations by ethnicity



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both BAME and white British students has increased since 2017/18, by 9% and 7% respectively
- A consistently higher proportion of BAME students progress to positive destinations, compared to white British students, and this gap has widened from 0.4% in 2017/18 to just over 2% in 2019/20

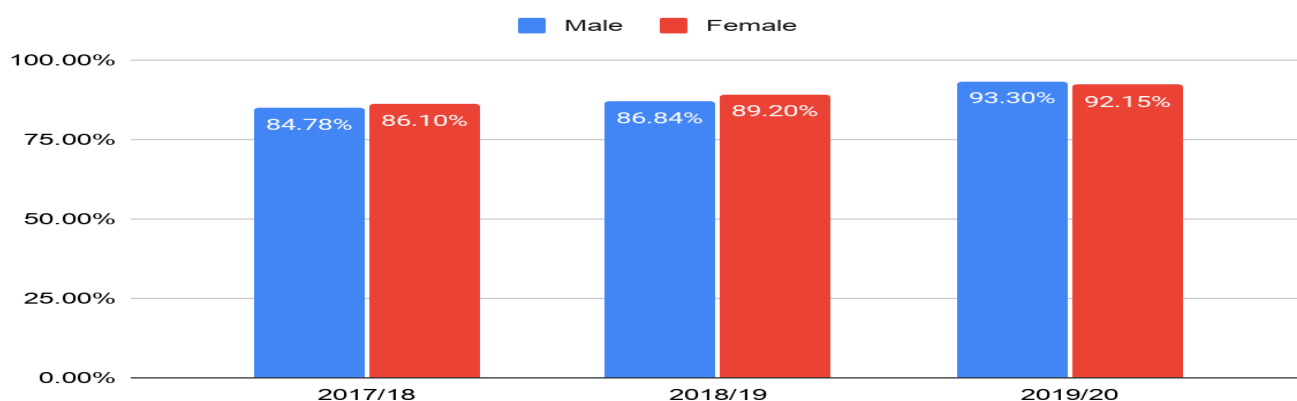
11.2 Destination by gender

Gender	Positive	Neutral	Negative	Total
Female	2547 (92.1%)	44 (1.6%)	173 (6.3%)	2764
Male	2521 (93.3%)	35 (1.3%)	146 (5.4%)	2702

Table 11: Destination data by gender 16-19 (24) year olds

The proportion of male 2019/20 students with a positive destination is just over 1% higher than that of female leavers. However, the majority of negative destinations represent students with unknown destinations. The proportion of NEET male students is 12% higher than that of female students.

Positive destinations by gender



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both male and female students has increased since 2017/18, by 10% and 7% respectively

- In 2017/18 and 2018/19, a higher proportion of female students than male students had positive destinations. However, in 2019/20, a higher proportion of male students progressed to positive destinations

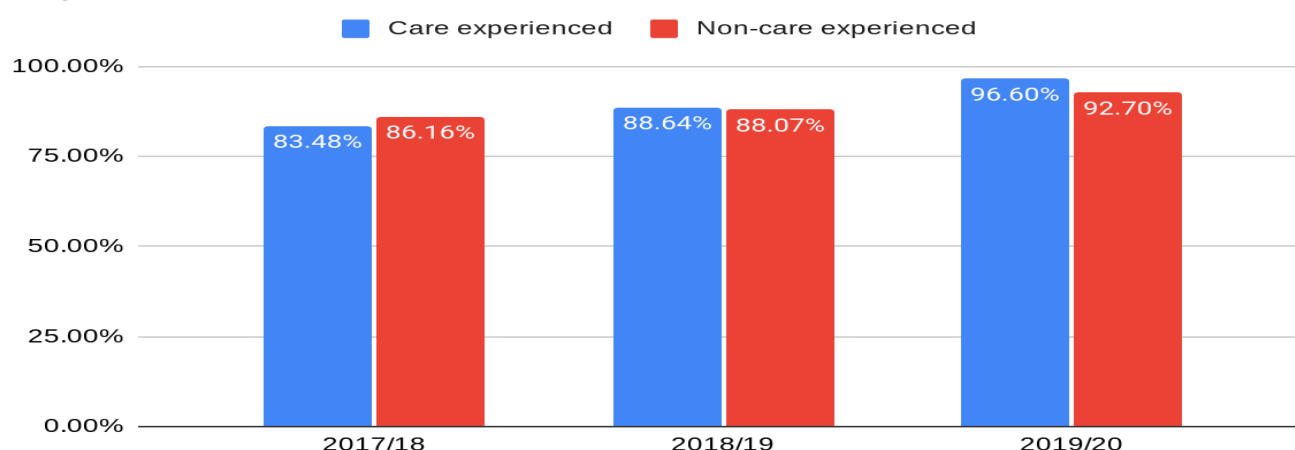
11.3 Destination by Care Experience

	Positive	Neutral	Negative	Total
Care experienced	142 (96.6%)	0	5 (3.4%)	147

Table 12: Destination data by Care experience 16-19 (24) year olds

The proportion of 2019/20 care experienced students with a positive destination is 4% higher than that of non-care experienced students.

Positive destinations of care experienced and non-care experienced students



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both care experienced and non-care experienced students has increased since 2017/18, by 16% and 6% respectively
- In 2017/18 and 2018/19, a higher proportion of non-care experienced students than care experienced students had positive destinations. However, in 2019/20, a higher proportion of care experienced students progressed to positive destinations
- The substantial increase in positive destinations for care experienced students indicates that the introduction of a dedicated care experienced team at Leeds City College has had a significant positive impact on destinations

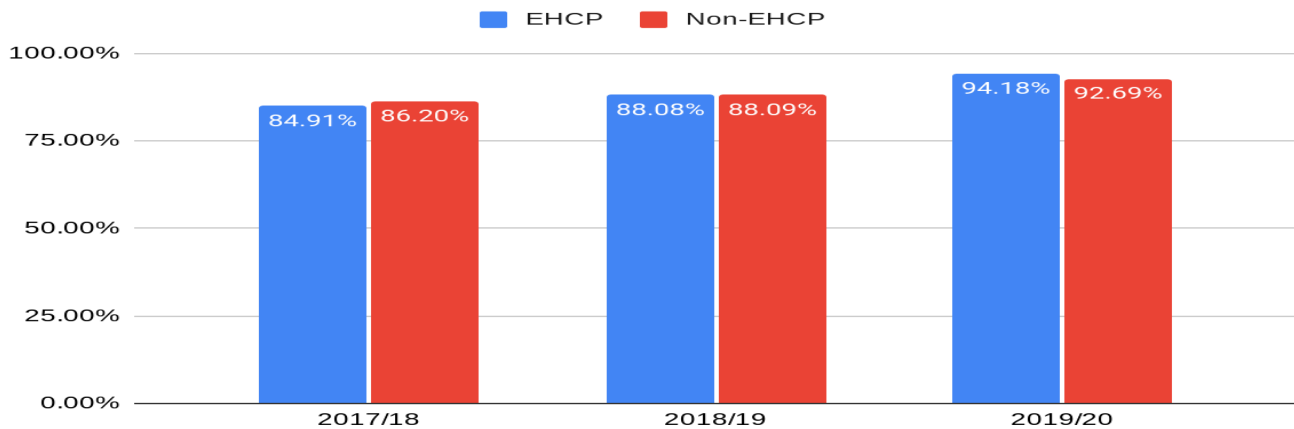
11.4 Destinations by Special Educational Needs and Disability / EHCP

	Positive	Neutral	Negative	Total
EHCP	453 (94.2%)	10 (2.1%)	18 (3.7%)	481

Table 14: Destination data by EHCP

94.2% of students with an EHCP achieve a positive destination. a 5.1% increase from the previous year. The proportion of 2019/20 EHCP students with a positive destination is 2% higher than that of non-EHCP students.

Positive destinations of EHCP and Non-EHCP students



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both EHCP and non-EHCP students has increased since 2017/18, by 11% and 6% respectively
- The proportion of positive destinations for both EHCP and non-EHCP students has been similar since 2017/18. However, positive destinations for EHCP students have increased at a slightly higher rate.

	Positive	Neutral	Negative	Total
SEND	699 (91.1%)	12 (1.6%)	56 (7.3%)	767

Table 15: Destination data by SEND

91.1% of students with SEND achieve a positive destination.

DESTINATIONS BY PROTECTED CHARACTERISTICS - EXTERNAL BENCHMARKING

The Leeds data below refers to participation data collected by the local authority of 16 and 17 year olds as an average across December 2019, January 2020 and February 2020 (this is the most recent data)

The Leeds City College data below refers to destinations data collected by Leeds City College in September and October 2020 of 2019/20 students who were aged 16 and 17 as of 31st August 2020.

	Positive destinations / participation	
	Leeds	Leeds City College
BAME	94.45%	94.32%
White British	91.80%	92.66%
Male	91.41%	93.97%
Female	93.77%	92.78%
EHCP	88.50%	94.44%

Non-EHCP	92.70%	93.42%
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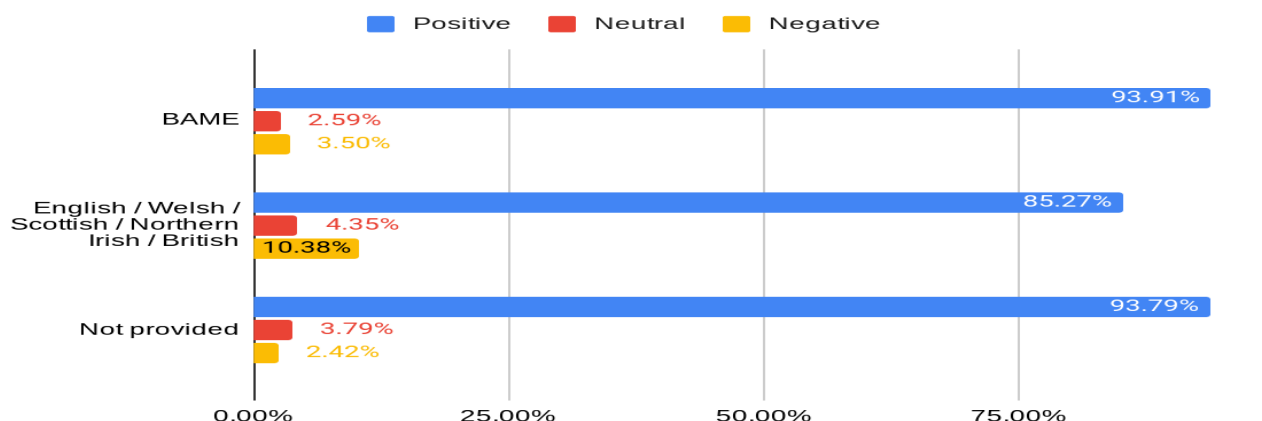
A number of comparisons can be drawn from the data:

- A higher proportion of BAME 16 and 17 year old Leeds City College students progressed to positive destinations than their white British peers. This is consistent with participation data city wide
- The proportion of white British 16 and 17 year old Leeds City College students progressing to positive destinations is slightly higher than the city wide figure
- A higher proportion of male 16 and 17 year old Leeds City College students progressed to positive destinations than their female peers. However, city wide, a higher proportion of female 16 and 17 year olds participated in education, employment or training
- The proportion of 16 and 17 year olds Leeds City College students with EHCPs progressing to positive destinations is 7% higher than city wide data

ADULT SKILLS BUDGET DESTINATIONS BY PROTECTED CHARACTERISTICS

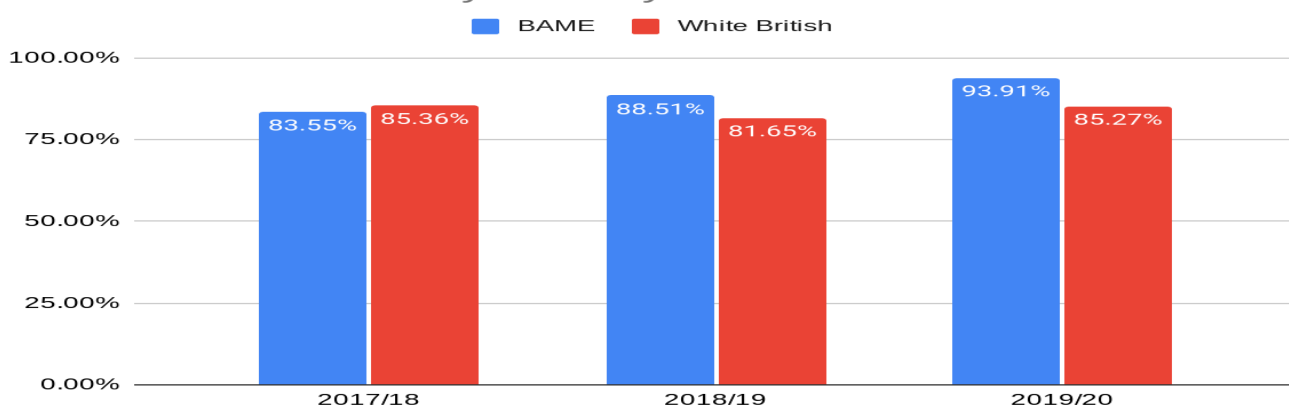
Ethnicity

Destinations by ethnicity



The proportion of BAME 2019/20 students with a positive destination is 7% higher than that of white British students.

Positive destinations by ethnicity



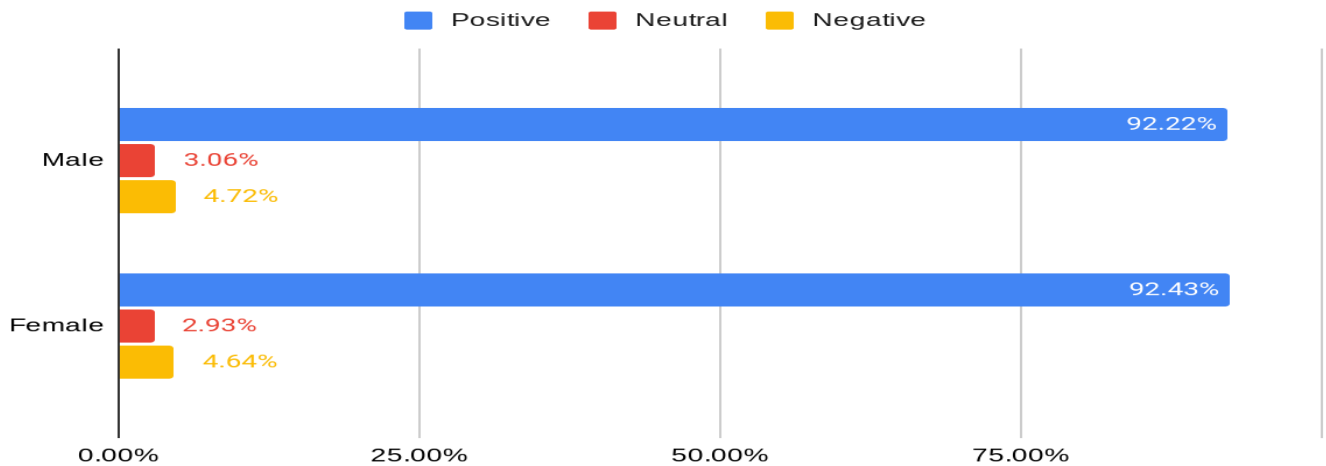
Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for BAME students has increased by 12% since 2017/18, whereas this has very slightly decreased for white British students

- In 2017/18 the proportion of white British students with positive destinations was 2% higher than that of BAME students. However, the proportion of BAME students with position destinations was 7% higher than that of white British students in 2019/20

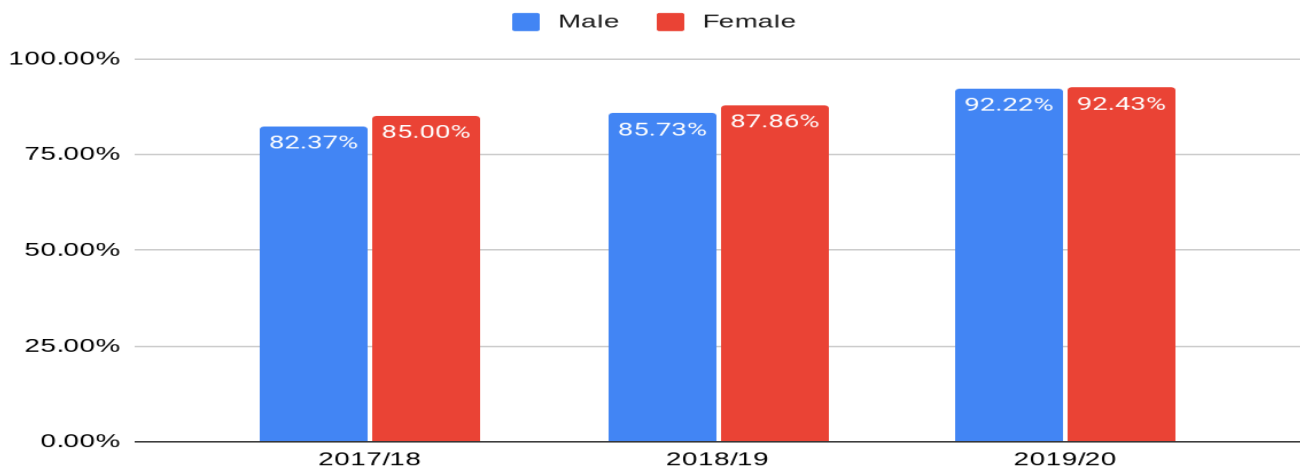
Gender

Destinations by gender



The proportion of male and female 2019/20 students with a positive destination is very similar, with the proportion of females with a positive destination being just 0.2% higher.

Positive destinations by gender



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both male and female students has increased since 2017/18, by 12% and 9% respectively
- Since 2017/18 female students have consistently had a slightly higher proportion of positive destinations than male students. However, this gap is narrowing and there is only a 0.2% difference in 2019/20

12. Personal Development, Behaviours and Attitudes

Personal Development and Student Behaviour and Attitude are key aspects of the OFSTED Education

Inspection Framework (EIF).

In 19/20 the quality team ran a Student Induction Survey and a Remote Learning survey (in place of the Student Satisfaction survey) across the FE colleges. These are the overall headline results. Attendance data is monitored across all FE colleges.

12.1 Surveys

Induction Survey:

71% answered yes to “I know who to talk to about feeling unsafe”

Remote Learning Survey

A survey of remote learning was undertaken in the Summer term to understand how students were affected by the move to remote learning. It should be noted however that as an online survey, students without digital access were excluded from responding. There were 1898 respondents.

64% of students were highly satisfied/satisfied

BAME respondents 658

White British respondents 886

Not disclosed 28

Highlights

- ★ **85%** of students felt they had been supported to engage with college and feel part of the college community
- ★ **93%** of students felt their teaching department had put in place the measures needed so they could continue studying remotely
- ★ **76%** of students were highly satisfied/satisfied with the support and communication from their tutor outside of lessons

Overall satisfaction levels could be better. Negative or inconclusive responses such as “I don’t know” or “I’m not sure” or highly dissatisfied” were higher across SEND, BAME, High needs and Disability groups. Teams across college have been working tirelessly to ensure that students have all the provisions necessary to make remote learning a success.

12.2 Attendance

There have been ongoing challenges to recording and reporting student attendance including the continued impact of Covid-19 and added IT issues due to the cyber attack.

The overall % of students demonstrating engagement in learning and or support or pastoral overall for the last quarter (during and immediately after lockdown) is 81.5%.

- The age group which demonstrated the highest % of non contact of any sort in the final quarter is 19+ at 13.1%, which is consistent with the overall decline in adult retention during the pandemic.
- Non contact for 16-18 year olds at 10.8% and 14-15 year olds at 5.23% is broadly consistent with college attendance patterns.
- The % of males who had no contact of any sort in the final quarter across all age groups is higher at 14.8% than females with no contact of any sort at 10%.

- The % of students in the final quarter across all age groups who are a care leaver and have had no contact of any sort is 21.1%, significantly higher than students who are not a care leaver (11.8%). This is consistent with the information from welfare and care experience staff who report that young people living independently faced greater challenges during lockdown.
- The % of students in the final quarter across all age groups who have had no contact of any sort who have not provided their ethnicity is 15.8% followed by BAME 14.5% and then White British 7.6%. Analysis by age may indicate a greater proportion of adult BAME students were disengaged

Further analysis of patterns of engagement and attendance by equality characteristic during periods of lockdown and during the pandemic will provide useful information for lessons learned and to target learning catch up interventions.

Section 4: Our Staff

13. Staff Data

Visit appendices for a more detailed breakdown of data

13.1 Staff profile

	Female	Male	BAME	White British	Declared Disability
Leeds City College	68%	32%	16%	61%	6%
Leeds population	50.9%	49.1%	18.9%	81.1%	16.8%
FE average	62%	38%	10-20%	80-90%	6.5%

Table 16: Staff data by equality characteristic compared to local and national data.

There has been an increase in staffing numbers during 19/20 with 138 new staff joining the college. The gender mix has remained largely unchanged over the last three years. There has been an increase of 4% in the number of BAME staff employed.

We are looking at ways of increasing the recording of protected characteristics, expanding our terminology and upgrading systems to reflect this so that more staff feel included. We recognise and embrace the diversity of our staff. The reason for presenting limited protected characteristics on this table is due to not having all the comparable information from benchmark datasets.

13.2 Staff profile by contract type

	Headcount	Female	Male	BAME	White	Part time	Declared Disability
Leeds City College	1483	68%	32%	16%	61%	32%	6%
Academic	622	67%	33%	17%	62%	39%	7%
Support	676	70%	30%	17%	56%	32%	5%
Management	165	64%	36%	10%	73%	8%	3%
Senior Management	20	60%	40%	5%	90%	0%	5%

Table 17: Staff data by equality characteristic and contract type

The number of women in management roles has seen a significant 25% increase from the previous year. Disability is reflected relatively equally at every level, but with rates below the city population due to low

disclosure rates. BAME staff are still underrepresented at all levels of the organisation, particularly in middle and senior management. Part time working has declined further from last year for managers and senior managers. Management and Senior management continue to lack in ethnic diversity. We will be piloting a BAME mentoring scheme in 20/21 in order to improve the diversity of senior staff this pilot will then be rolled out to other underrepresented groups, if successful.

13.3 Staff profile by age

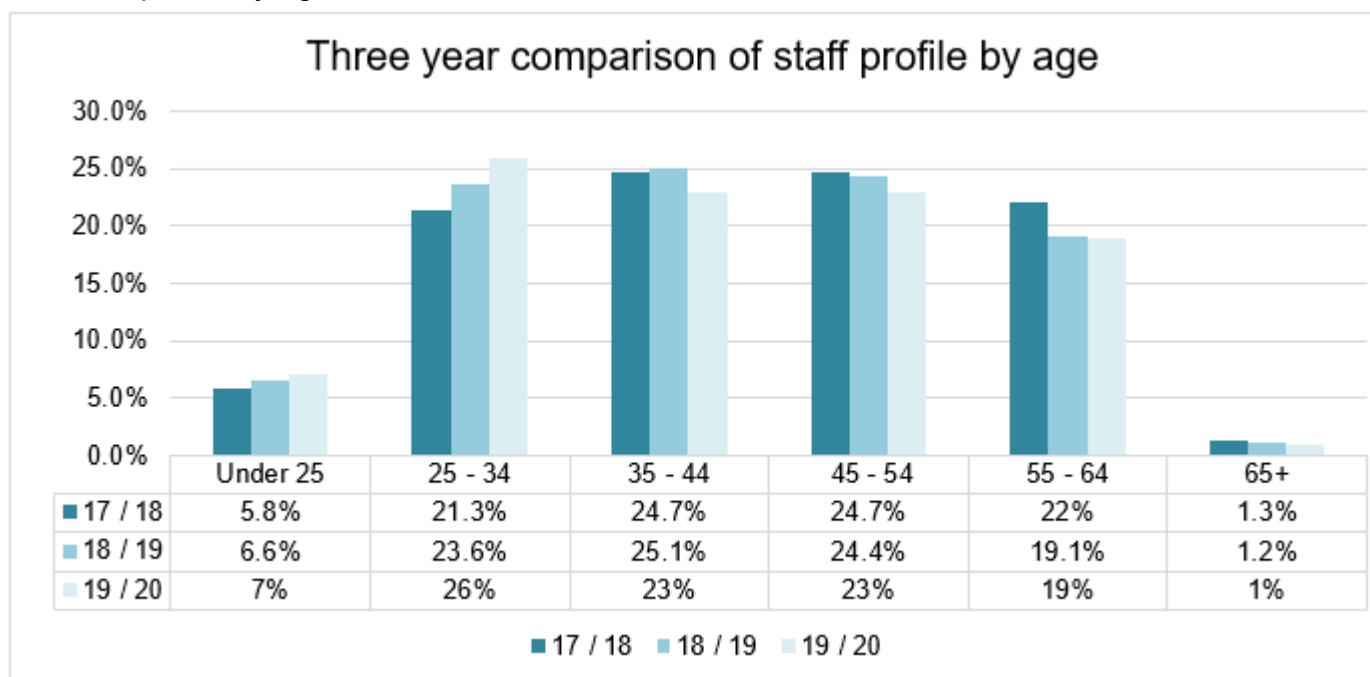


Chart 18: Three year Staff profile by age

The number of workers aged under 25 has steadily increased. This could be reflecting the impact of recruiting more apprentices into the workforce.

43% of staff are aged 45+. Retention of experienced staff is important due to the cost of high staff turnover, the need to train and induct new and less experienced staff and to ensure good business continuity. Policies and working environments which support women (and their partners) during the menopause may need to be considered as part of the people strategy. Menopausal women are the fastest growing workplace demographic.

Starters and Leavers

13.4 Three year staff starters and leavers

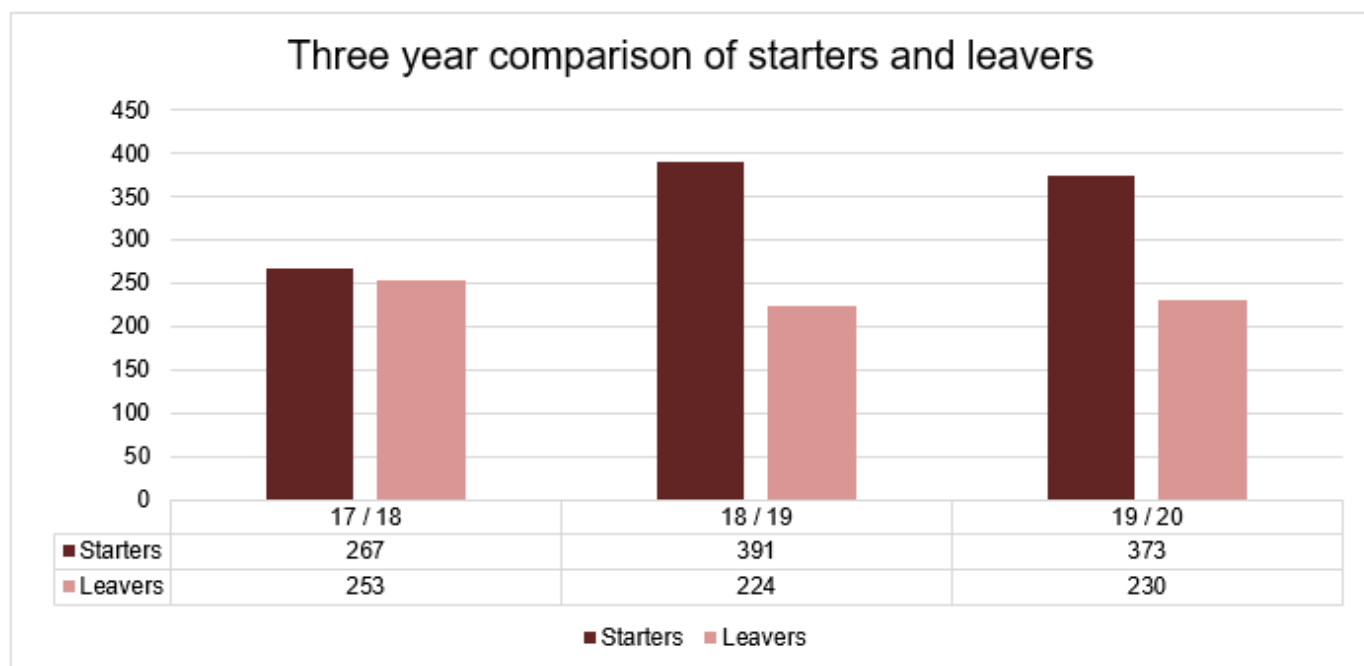


Chart 19: Three year staff starters and leavers data

The staff turnover remains high at around 25% of the workforce leaving the college. A focus on retention of staff should be prioritised in the people strategy.

13.5 Starters and Leavers by age

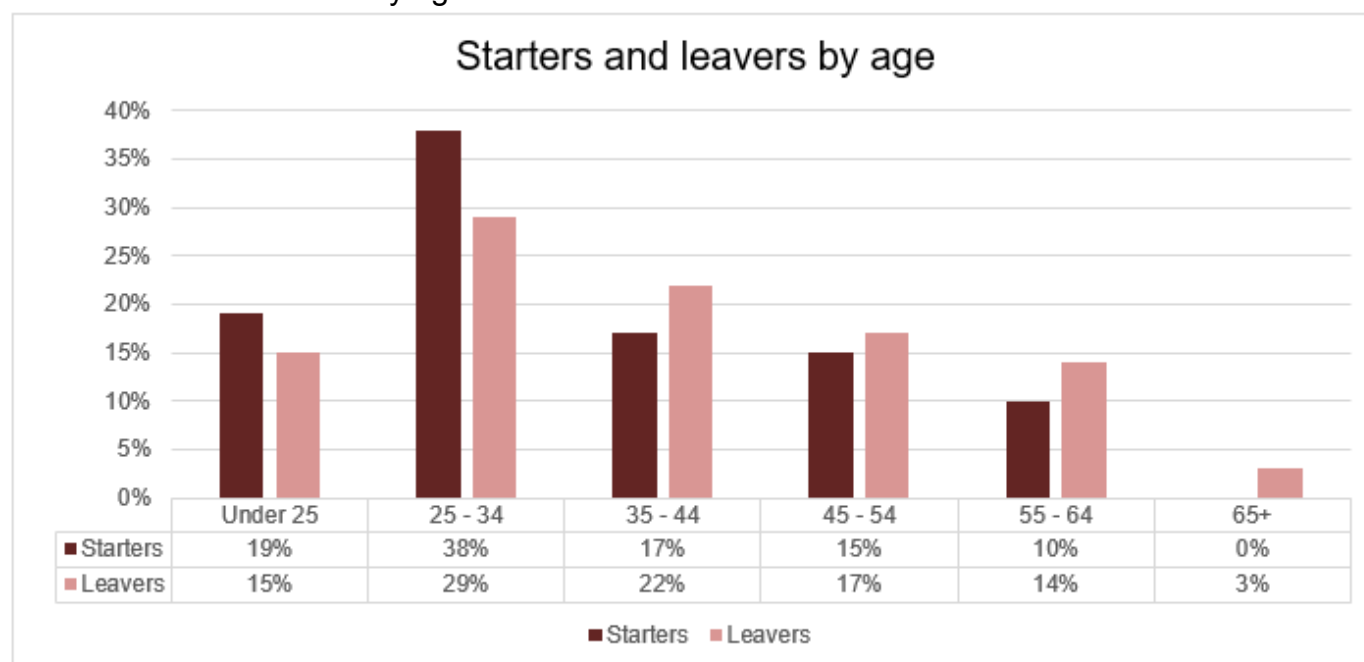


Chart 20: Starters and Leavers Headcount by age

The college recognises the need for succession planning and digital competence and skills. There has been an increase from last year in starters and leavers under 25. 57% of new starters were aged below 35, a 10% increase from last year. The other age group that has seen an increase of starters and leavers is 25-34. Starters in all the other age groups have declined.

13.6 Three year staff starters by equality characteristic

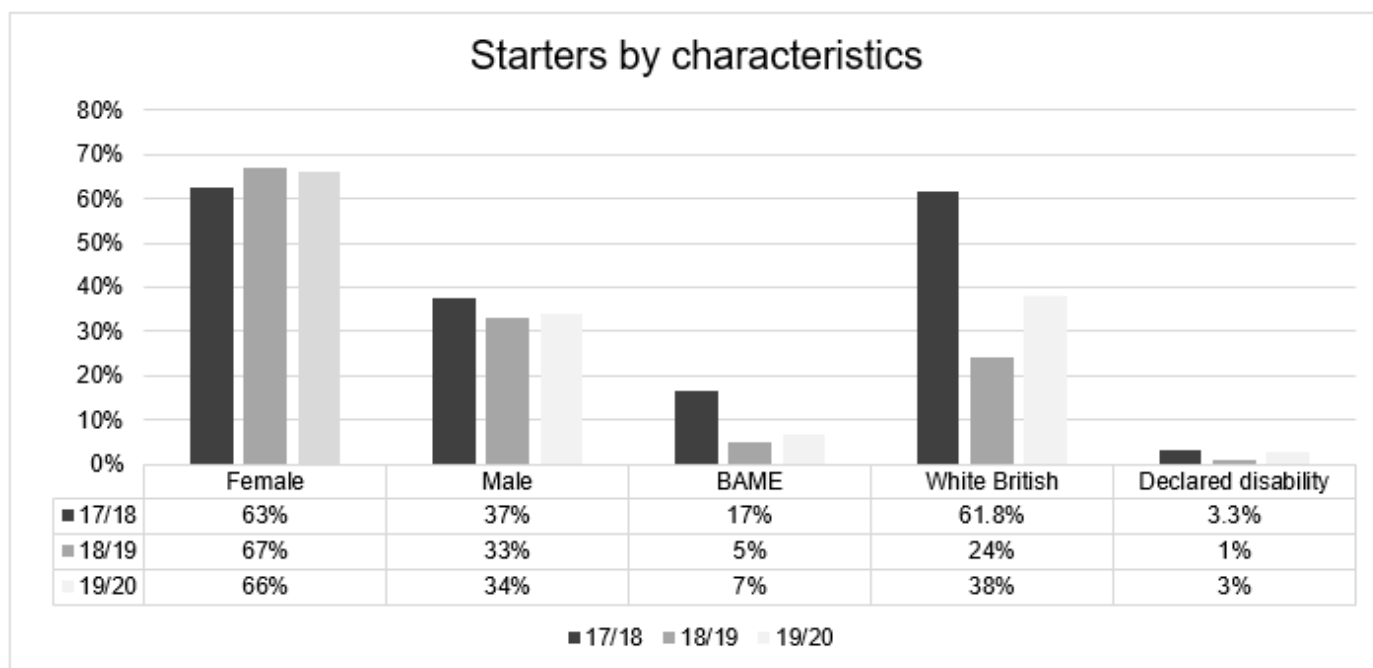


Chart 21: Three year staff starter data by equality characteristic.

There has been a 2% increase in the number of staff recruited from BAME backgrounds and with declared disabilities. There has been a drop in the collection of protected characteristics of starters since 2017/18, and although this has reversed in 2019/20, a review of methods for collecting this information through recruitment and onboarding would improve the data.

13.7 Three year staff leavers by equality characteristic

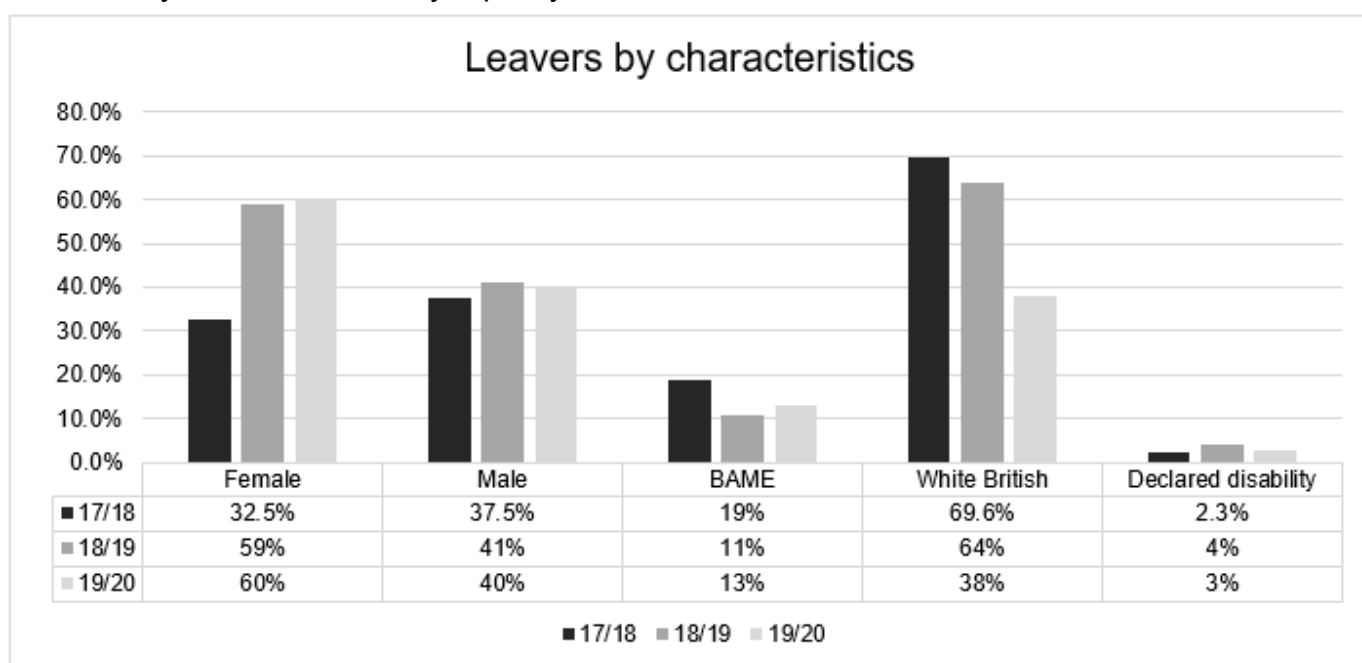


Chart 22: Three year staff leaver data by equality characteristic

The gender profile, disability and ethnicity profile of leavers have remained largely unchanged. There has been a significant drop in White leavers at 26%, which shows an improvement in retaining these staff members.

tn 14.Furlough

Staff were also affected by the Covid-19 pandemic, including a small number of staff who were furloughed under the Coronavirus Job Retention scheme. Due to the small numbers the data is for all the FE Colleges. Of the 95 members of staff:

	Headcount	Female	Male	BAME	White	Declared Disability
Furloughed staff	95	64%	36%	6%	45%	2%
All FE College staff	1483	68%	32%	16%	61%	6%

Significant numbers of staff did not answer or selected “prefer not to say” responses to the equality questions, which prevents meaningful analysis of the data. Analysis of workforce data should where possible be linked back to staff records. Low numbers declaring ethnicity or disability may be that this information is collected less consistently for roles subject to furlough such as catering staff.

15. Partnership Work and Stakeholder Engagement

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

16. Staff participation

At Leeds City College, there is a structured approach to Equality, Diversity and Inclusion to help embed it across all levels of college life including governors, senior leaders, staff and students. An EDI Strategy underpins the work that goes on across college (accessed via the Leeds City College website).

Staff Forums: Across the group there are three staff forums: BAME, LGBT+, and Disability and Neurodiversity Forums. The BAME staff forum debated the use of the word BAME. Agreed to keep the name for now due to shared experience.

EDI Champions: The EDI Champions’ network was launched during the 2017/2018 academic year. This is a network of staff and apprentices from across the FE colleges. The Student Union Liberation Committee and staff forums are part of the network. The EDI Champions develop expertise, contribute to development, offer advice to departments and take part in campaigns.

Student Union Liberation Committee: This is a group of elected Student Union Executive Officers from the NAME, Disability, LGBTQ+ and women’s groups who meet to develop campaigns and discuss issues. The members attend the EDI Champions and the Student Union president attends the committee meetings to make sure student input is received across all areas.

Group EDI Committee: The committee is chaired by the group’s EDI link governor and has members from across the group. The committee monitors equality at a strategic level, including the EDI Objectives and gives members the opportunity to share best practice and update on key issues affecting staff and students from across the group. The committee reports into governor meetings.

17. Training

During 19/20 a new training programme was developed with Inclusive Employers, who were successful in our tender for an EDI training partner. The mandatory training for all FE staff is interactive and ideally face to face. A variety of staff and students were consulted on the content, and the session was piloted with the EDI Champions.

Key priorities for the training are: practical guidance on how to promote inclusion and prevent exclusion, connection to Luminate values and existing processes including restorative approaches and strong connection to the communities we serve, and a further discussion of the factors which influence inclusion and exclusion beyond the nine legally protected characteristics e.g. socio-economic status.

This training roll out was delayed by the lockdown and subsequent need to work in a Covid -safe environment, with many staff remote working. This impacted on compliance with mandatory EDI training.

Staff in scope				1389
	Complete	Expired	Never	% Compliant
EDI Taught	988	212	189	71.13%
EDI Online	1282	61	46	92.30%

A group of EDI Leaders from across the FE colleges were identified to train as trainers. Mandatory training roll out is a priority for 2020/21 alongside development of a replacement online training module.

Training on a range of EDI topics was delivered to EDI champions and offered at staff development events including:

- Neurodiversity and how to support students and colleagues who are neurodivergent.
- Stonewall and the Workplace Equality Index.
- Black Lives Matter/ racial inequality discussions, which were opened to all members of staff and attracted a significant number of new participants.

18. Staff Survey and Health & Wellbeing Survey Feedback

Due to having anonymised, aggregated data from the three FE Colleges, the raw data is not included here and all findings apply across Harrogate, Keighley and Leeds City Colleges.

Analysis of the Staff Survey and Health & Wellbeing Survey by EDI characteristics indicates a substantial group of people who consistently do not wish to disclose their characteristics on the survey but do wish to contribute their opinions and experiences. Across all characteristics the "Prefer Not To Say" (PNTS) group is consistently below the benchmark answers suggesting a number of staff do not wish to disclose any EDI information, with additional staff who do not wish to disclose particular characteristics. For some characteristics numbers were too small to draw meaningful conclusions.

It is recommended further whole organisational campaigns to increase disclosure of characteristics along with a review of systems in place to capture and record information during recruitment and onboarding.

Age

18-24 year olds and 65+ responded more positively although 65+ is a small data set. 25-34 year olds were more negative across both surveys. This may be due to career stage, role duration or position in the organisation and requires further analysis.

Disability and Long term health condition

3 times more declarations of disability or health condition on the surveys than declared to HR indicates staff trust the survey to be anonymous. Respondents had a broadly more negative experience of the organisation, and further analysis of responses is required to understand the issues.

Ethnicity

Due to the small data sets, ethnicity was one of the places in which meaningful conclusions were difficult to reach and no meaningful analysis was possible. Further research into experiences across different ethnic groups is recommended, using a broader approach than surveys.

Gender

This data set included a lot of PNTS responses. Non binary and non cis options were below the size threshold to include in the analysis, and further targeted perception research is recommended. Fewer men proportionately completed the Wellbeing Survey suggesting the need to increase male health promotion. Female staff were more likely to report inadequate rest and breaks, potentially a reflection of the large number of menopausal age, and male staff were more likely to say pay does not reflect effort.

Religion

Religion was difficult to analyse with the smaller group sizes. Use of an equality and diversity calendar and a strong communication strategy would raise awareness of different faith groups.

Sexual orientation

PNTS was a larger response than the combined Bi, Gay/Lesbian and I use another term responses. Bisexual respondents reported experience more negative than all other groups. Gay and Lesbian respondents reported less bullying, harassment and discrimination than other groups suggesting a positive workplace experience, or potentially lower expectations of what constitutes homophobic bullying by LGBT+ colleagues, which should be explored.

Caring responsibilities

This group reported more negative wellbeing indicators. A working carers staff forum to be established.

19. Recommendations

1. Create a Luminate group wide EDI policy and review and consult upon 4 year Luminate Education Group EDI objectives for 2021/25
2. Deliver EDI training across the FE Colleges and develop a new online module.
3. Develop a Race Equality road map including: recruitment and onboarding; training and career development; diversifying the curriculum; and staff and student voice. Include consultation on the use of BAME as an acronym and current reporting categories.
4. Develop a culture of analysis and interrogation of student attendance, retention, achievement and destination data by equality characteristics at departmental level and plan quality improvement interventions accordingly.
5. Student disability category covers a wide range of experiences and further detailed analysis into achievement would inform curriculum and support.
6. Improve collection and reporting of non-binary experience for staff and students
7. Improve staff data collection and analysis with improved systems and categorisation, championing the benefits of disclosure and reduce “prefer not to say responses, including during recruitment and onboarding. Provide EDI analysis of staff survey by college and campus.
8. Improve retention of staff identifying as BAME and disabled through mentoring and career development interventions
9. Record data pertaining to disciplinaries, grievance, and bullying and harassment by protected characteristic for staff and equivalent analysis for student experience.
10. As part of the Luminate People Strategy, focus on development of an inclusive recruitment strategy

and improving staff retention.

11. Menopausal women are the fastest growing workplace demographic. Policies and working environments which support women (and their partners) during the menopause as part of the people strategy.

20. Data sources and comments

20.1 Student data

N.B. Student ethnicity -White includes Welsh/ Scottish/ English/ Northern Irish and British, Irish, White other/ Irish Gypsy travellers. The BAME category includes everyone else. In previous years White only included White British.

Students destinations ethnicity data- White British is English / Welsh / Scottish / Northern Irish / British. BAME is everything else.

Data for the student tables/ charts obtained from:

<https://observatory.leeds.gov.uk/population/>

<https://www.leedsccg.nhs.uk/content/uploads/2018/04/PSED-appendix-one-demographics-2017.pdf>

LCC SAR report 19/20 and SAR data tables 19/20

MIS ProAchieve 19/20 Rules Applied Summary & ProSolution Student Detail 19/20

P12 Care Experience Team Report August 2020

Destinations EDI data 19/20

20.2 Staff data

N.B. Staff ethnicity data- BAME includes Other and Multiple ethnic identities. White includes White other

Data for the student tables/ charts obtained from

<https://observatory.leeds.gov.uk/population/>

Staff HR data 19/20

<https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf>

<https://www.leedsccg.nhs.uk/content/uploads/2018/04/PSED-appendix-one-demographics-2017.pdf>

Section 5: Appendices

21. Appendix 1 Gender Pay Gap Report

This will be added to the report in due course, according to the reporting requirements for the Gender Pay Gap.

22. Appendix 2 Glossary of terms

BAME - Acronym for Black, Asian and/or Minority Ethnic. Used in government data and therefore used in this report to facilitate sector comparison and benchmarking. Despite it being a sector standard, the term is problematic for several reasons, including its arbitrary grouping of ethnicities that may have little in common with each other, both within and outside the NAME label.

CL/ CLA - Care Leaver or Child looked after under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she gets accommodation from the local authority for a continuous

period of more than 24 hours; is subject to a care order (to put the child into the care of the local authority); is subject to a placement order (to put the child up for adoption)

Coronavirus/ Covid-19 - both terms are used interchangeably. An infectious disease caused by a newly discovered coronavirus.

DfE - Department for Education

EDI - Equality, Diversity and Inclusion

EHRC- please visit [Equality and Human Rights Commission](https://www.equalityhumanrights.com/) site for further EDI definitions

ESFA - [Education and Skills Funding Agency](https://www.esfa.gov.uk/), who are responsible for funding education and skills for children, young people and adults

HR - Human Resources

PNTS- Prefer not to say

IMD - Index of Multiple Deprivation. A governmental metric for the relative deprivation of 'small areas' (Lower-layer Super Output Areas) in England. It is calculated from statistics on income, employment, education/skills, health/disability, crime, housing/service barriers and environment for each small area; the deciles are calculated by ranking the 32,844 small areas in England from the most to least deprived and dividing them into ten equal groups, where decile 1 contains the most deprived areas (relatively) and decile 10 containing the least deprived areas (relatively)

Student Leaver- A leaver is defined as a person, who left college during or at the end of the academic year

SEND-Special educational needs and disability

LCC - Leeds City College

LCR - Leeds City Region

LEP - Local Enterprise Partnerships are business led partnerships between local authorities and local private sector businesses.

LGBT+ - Lesbian, Gay, Bisexual, Trans + acronym used to encompass sexuality and gender. Please visit [Stonewall](https://www.stonewall.org/glossary) glossary of terms for categories included in this report

OFSTED - [Office for Standards in Education, Children's Services and Skills](https://www.ofsted.gov.uk/), which has responsibility for inspecting and regulating services for children and young people.

EIF - OFSTED Education Inspection Framework

SAR - Self Assessment Report

WB - White British, an amalgam of all White and British ethnicities according to [census categories](https://www.census.gov/): White + English, Scottish, Welsh, Northern Irish, Irish, and British.

EHCP- stands for Education, Health and Care Plan. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them.

23. Appendix 3

Additional Staff Profile Charts and Tables by Protected Characteristic

Headcount per job type

	Headcount
Leeds City College	1483
Academic	622
Support	676
Management	165
Senior Management	20

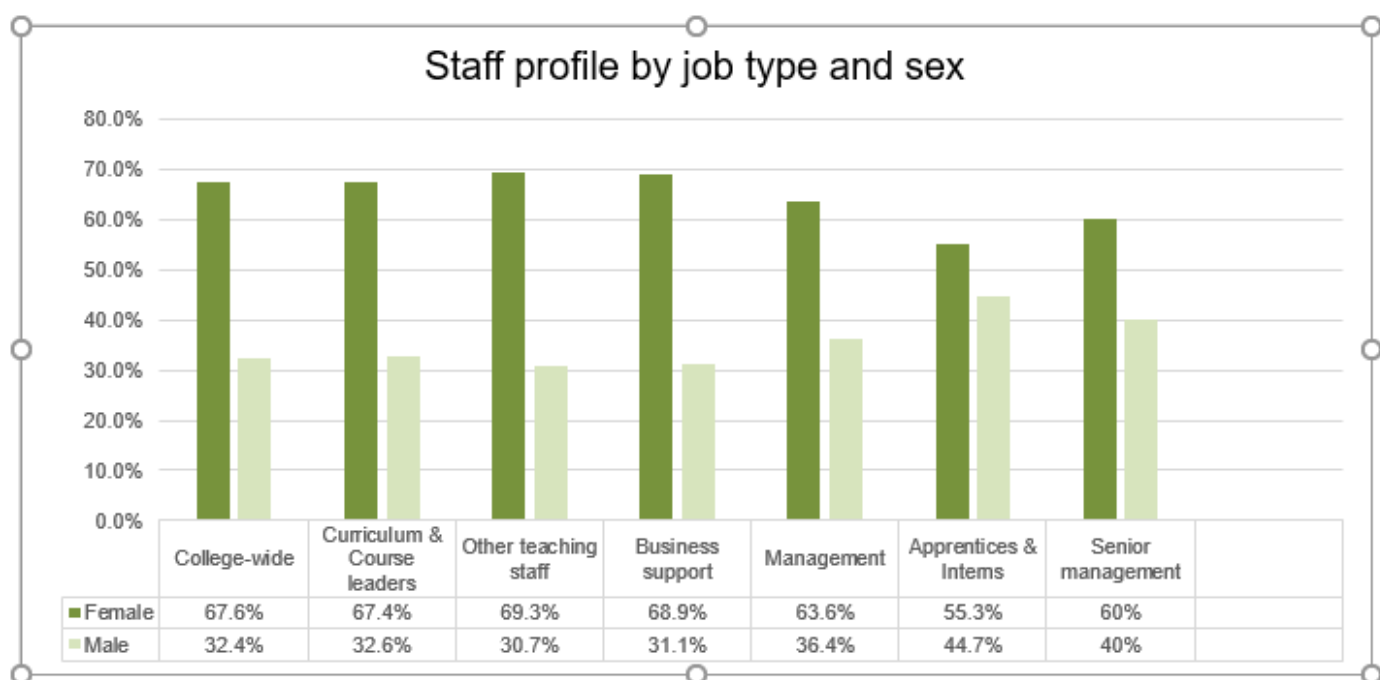


Chart 3.1: Staff profile by job type and sex

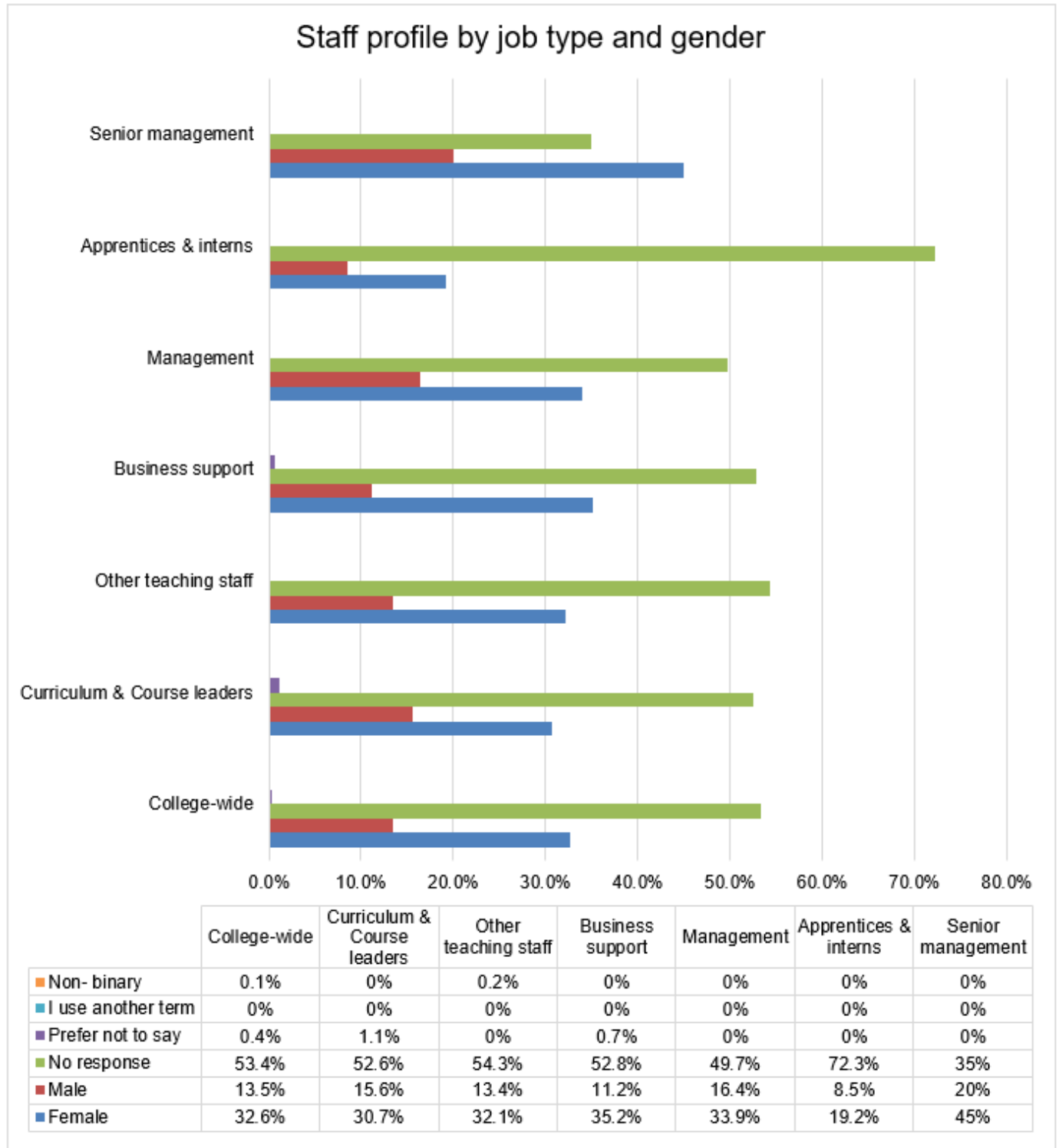


Chart 3.2: Staff profile by job type and gender

Staff profile by job type and sexual orientation

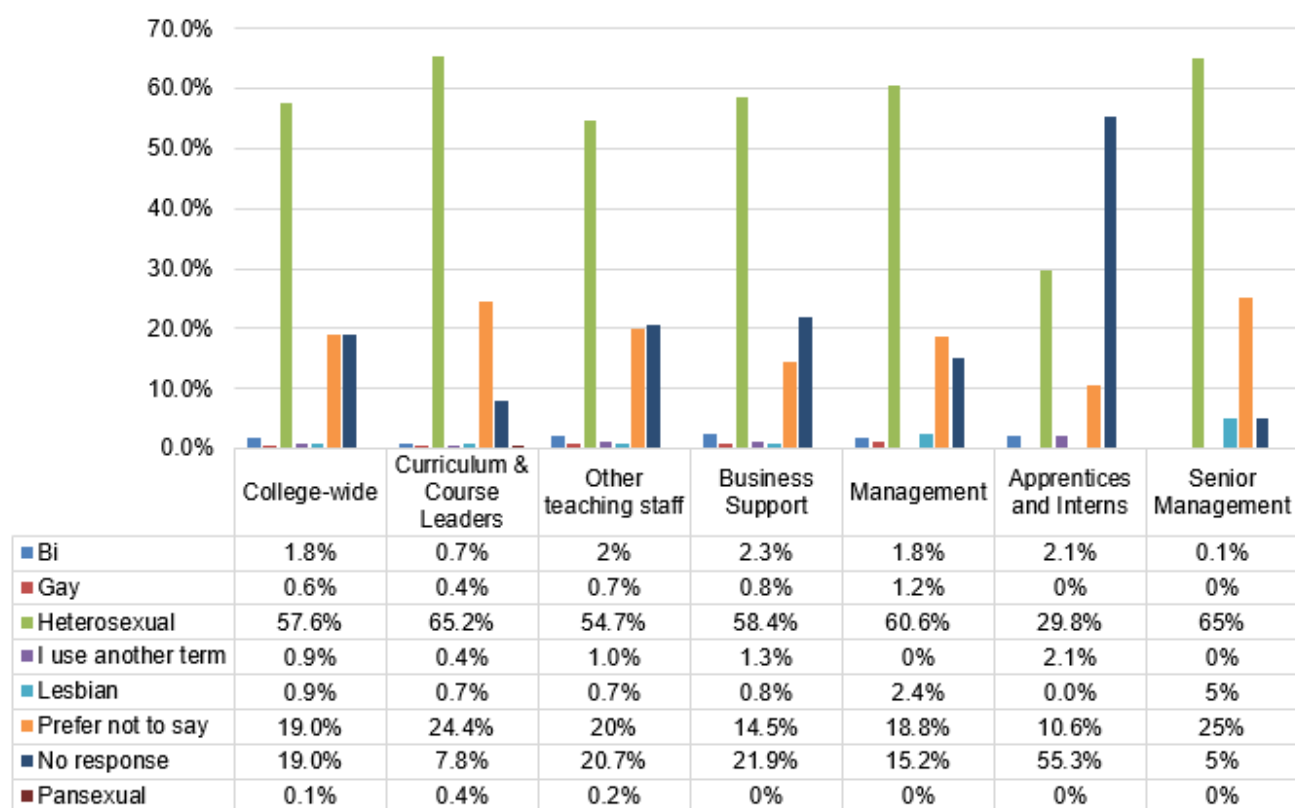


Chart 3.3: Staff profile by job type and sexual orientation

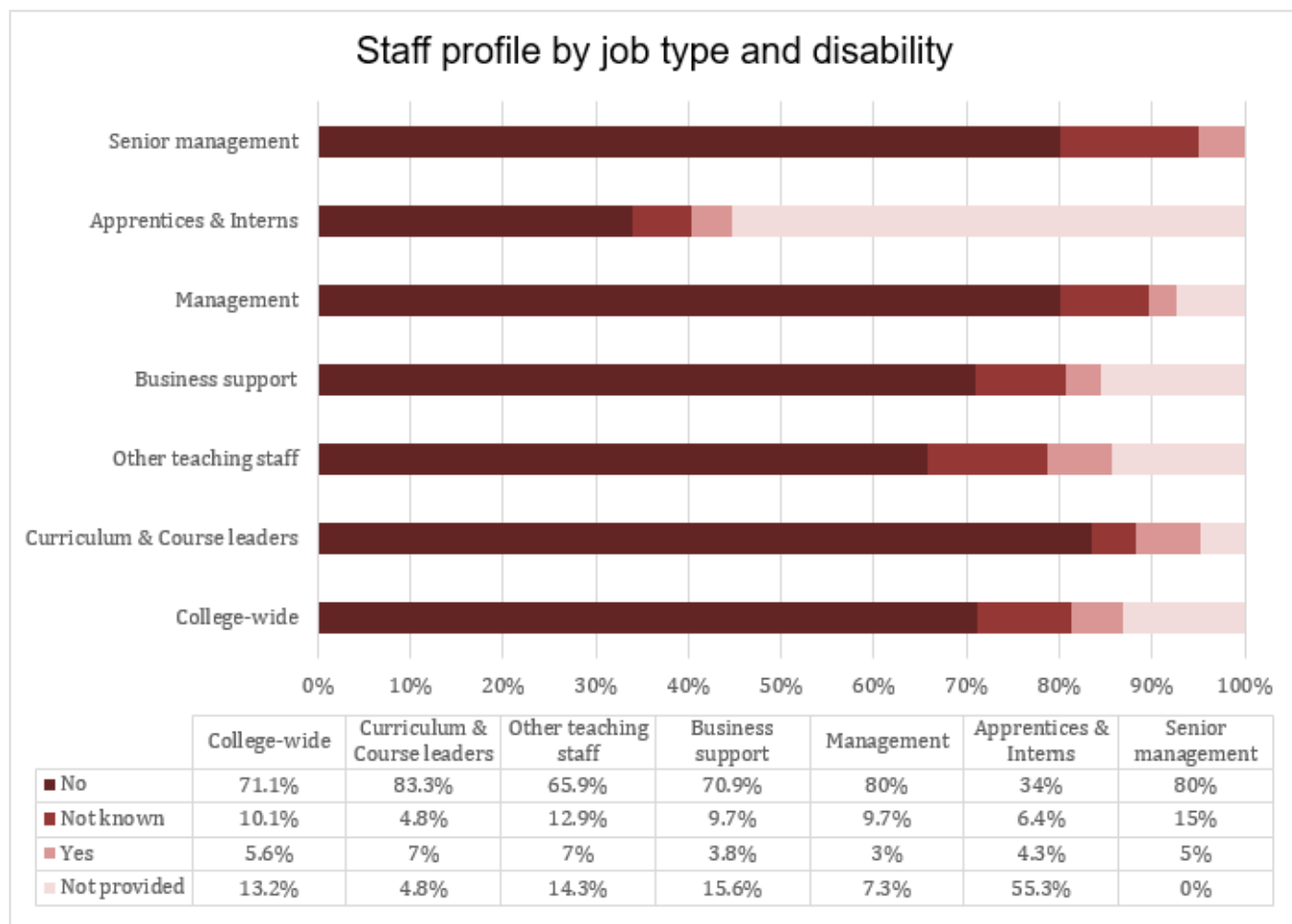


Chart 3.4: Staff profile by job type and disability

	No	Prefer not to say	Yes	No response
College-wide	37.6%	0.7%	0.1%	61.7%
Curriculum & Course Leaders	35.9%	1.5%	0%	62.6%
Other teaching staff	37.7%	0.3%	0%	62%
Business Support	38.3%	1%	0.3%	60.5%
Management	43%	0%	0%	57%
Apprentices & Interns	21.3%	0%	0%	78.7%
Senior Management	35%	0%	0%	65%

Table 3.5: Staff profile by job type and gender reassignment

Staff profile by job type and ethnic origin

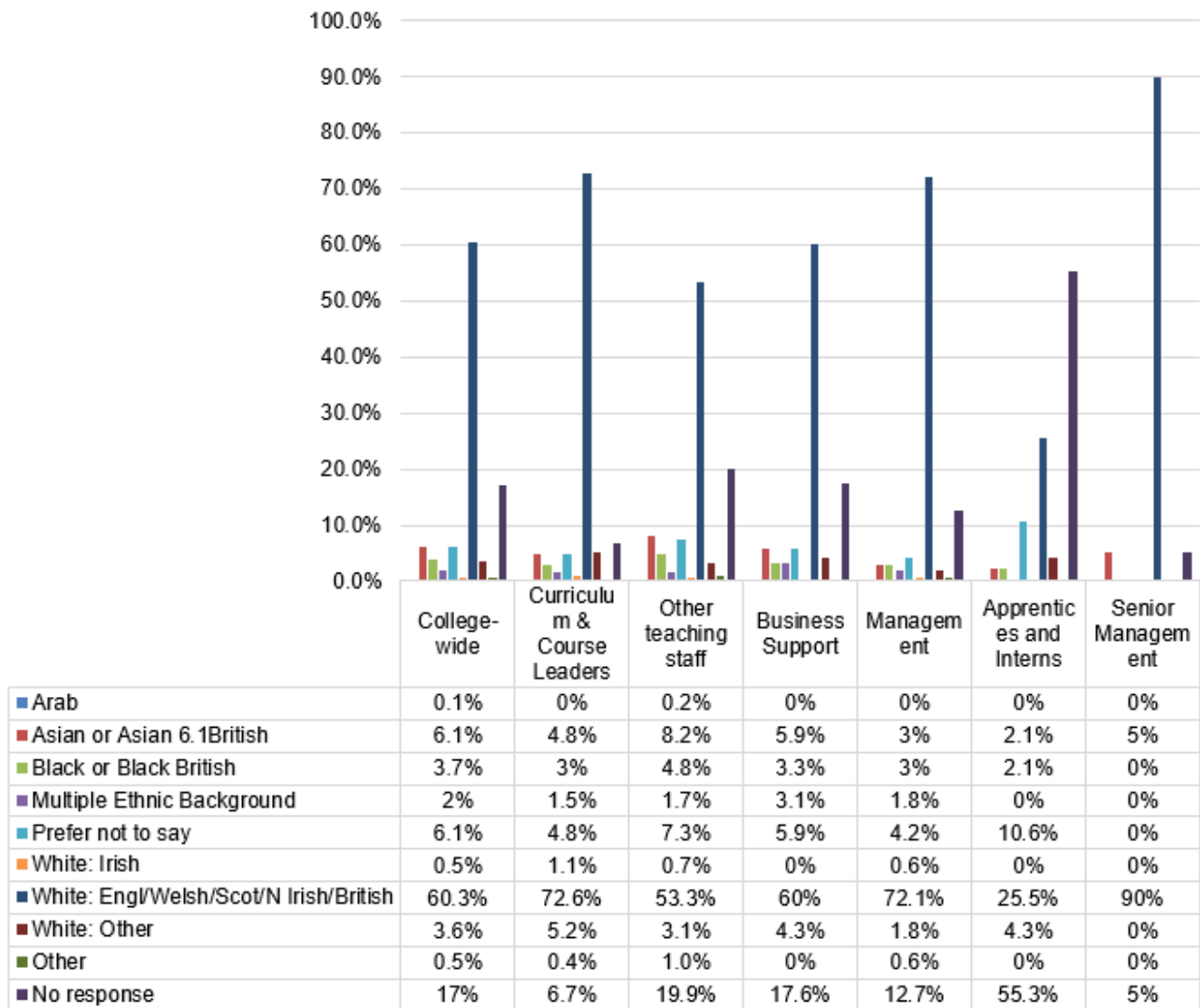


Chart 3.6: Staff profile by job type and ethnic origin

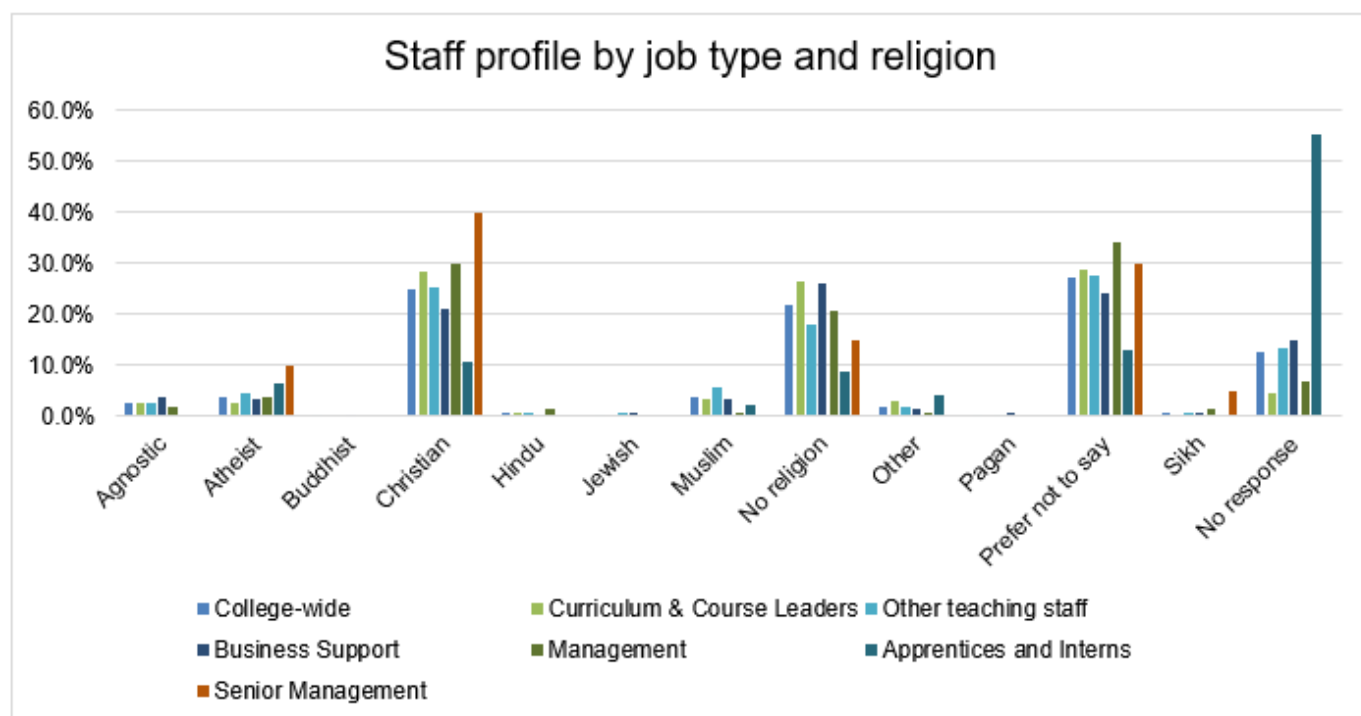


Chart 3.7: Staff profile by job type and religion

	Agno stic	Athe ist	Budd hist	Christ ian	Hin du	Jewi sh	Musul im	No reli gion	Oth er	Pag an	Pref er not to say	Sik h	No respo nse
College- wide	2.6%	3.8 %	0.1%	24.9 %	0.5 %	0.3 %	3.8 %	21.6 %	1.8 %	0.3 %	27.1 %	0.6 %	12.5 %
Curriculu m & Course Leaders	2.6%	2.6 %	0.4%	28.2 %	0.7 %	0%	3.3 %	26.3 %	2.9 %	0%	28.5 %	0%	4.4%
Other teaching staff	2.6%	4.4 %	0%	25.1 %	0.5 %	0.5 %	5.6 %	18%	1.7 %	0.1 %	27.7 %	0.5 %	13.2 %
Busines s Support	3.6%	3.3 %	0.3%	21.2 %	0.3 %	0.5 %	3.3 %	26%	1.3 %	0.8 %	24.0 %	0.8 %	14.8 %
Manage ment	1.8%	3.6 %	0%	29.7 %	1.2 %	0%	0.6 %	20.6 %	0.6 %	0%	33.9 %	1.2 %	6.7%
Apprenti ces and Interns	0%	6.4 %	0%	10.6 %	0%	0%	2.1 %	8.5 %	4.3 %	0%	12.8 %	0%	55.3 %
Senior Manage ment	0%	10%	0%	40%	0%	0%	0%	15%	0%	0%	30 %	5%	0%

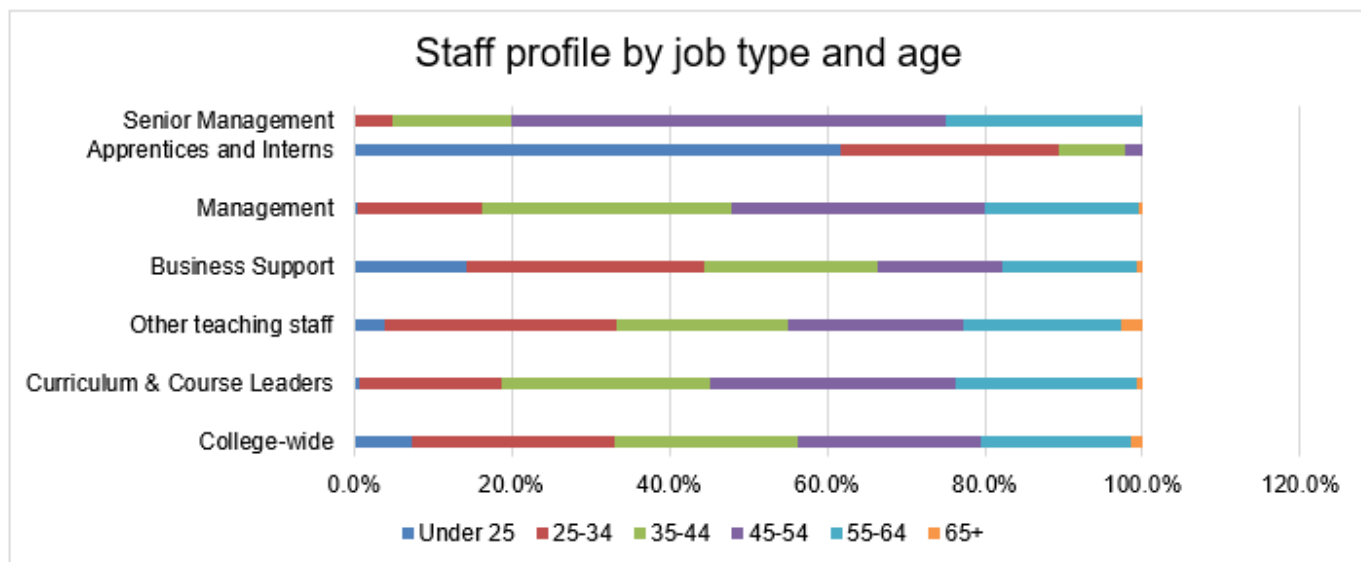


Chart 3.8: Staff profile by job type and age

	Under 25	25-34	35-44	45-54	55-64	65+
College-wide	7.5%	25.7%	23.2%	23%	19.2%	1.5%
Curriculum & Course Leaders	0.7%	18.1%	26.3%	31.1%	23%	0.7%
Other teaching staff	3.9%	29.5%	21.7%	22.2%	19.9%	2.7%
Business Support	14.3%	30.1%	21.9%	15.8%	17.1%	0.8%
Management	0.6%	15.8%	31.5%	32.1%	19.4%	0.6%
Apprentices and Interns	61.7%	27.7%	8.5%	2.1%	0%	0%
Senior Management	0%	5%	15%	55%	25%	0%

Table 3.8: Staff profile by job type and age

24. Appendix 4

Additional Staff Starters and Leavers by Protected Characteristic

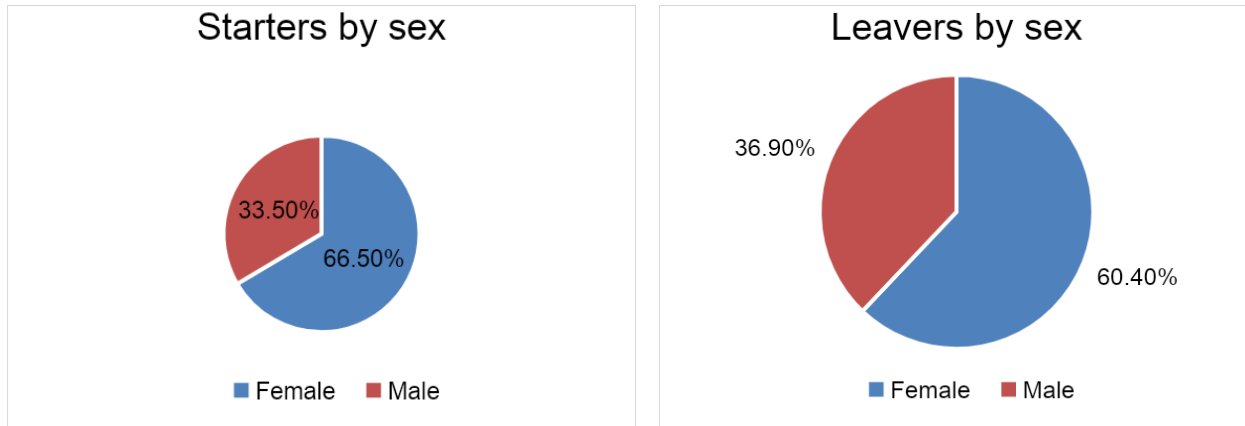


Chart 4.1: Starters and leavers by sex

	Female	Male
Starters	66.5%	33.5%
Leavers	60.4%	39.6%

Table 4.1: Starters and leavers by sex

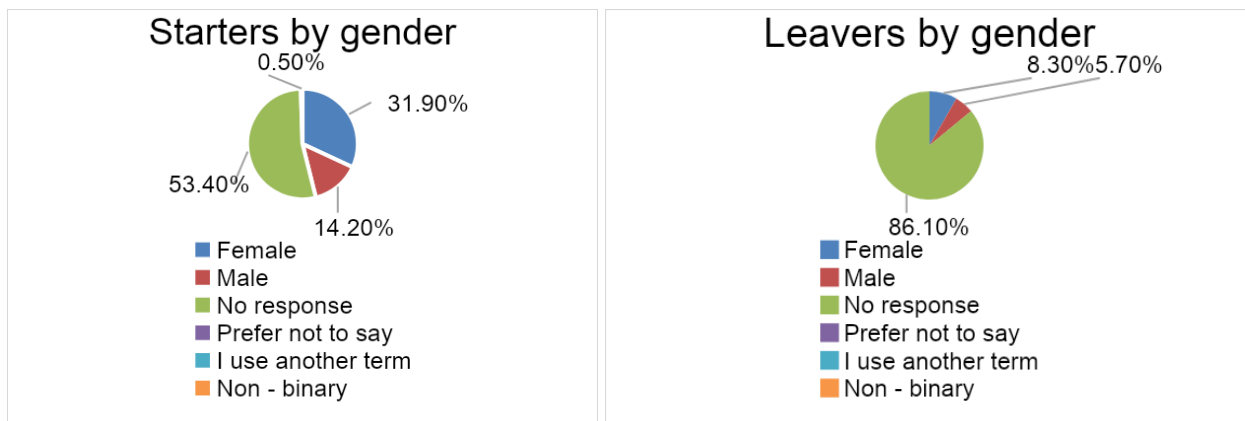


Chart 4.2: Starters and leavers by gender

	Female	Male	No response	Prefer not to say	I use another term	Non- Binary
Starters	31.9%	14.2%	53.4%	0.5%	0%	0%
Leavers	8.3%	5.7%	86.1%	0%	0%	0%

Table 4.2: Starters and leavers by gender

	Bi	Gay	Heterosexual	I use another term	Lesbian	Prefer not to say	No response	Pansexual
Starters	2.7%	1.3%	38.9%	0%	0%	1.1%	56%	0%
Leavers	0.9%	0.4%	33.9%	0.4%	1.3%	23.9%	39.1%	0%

Table 4.3: Starters and leavers by sexual orientation

	No	Not known	Yes	Not provided
Starters	37%	1.6%	3.5%	57.9%
Leavers	51.3%	23.5%	3.5%	21.7%

Table 4.4: Starters and leavers by disability

	No	Prefer not to say	Yes	No response
Starters	42.6%	0.3%	0%	57.1%
Leavers	11.3%	0%	0%	88.7%

Table 4.5: Starters and leavers by gender reassignment

	Arab	Asian or Asian British	Black or Black British	Multiple Ethnic Background	Prefer not to say	White Irish	White: English/Welsh/Scott/N Irish/British	White: Other	Other	No response
Starters	0%	3.2%	1.6%	1.3%	0.8%	0.3%	35.7%	2.4%	0.5%	54.2%
Leavers	0%	5.7%	3.5%	1.3%	11.3%	0.4%	37.4%	3.4%	0%	37%

Table 4.6: Starters and leavers by ethnic origin

	Agnostic	Atheist	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Other	Pagan	Prefer not to say	Sikh	No response
Starters	3%	5.1%	0%	13.1%	0.5%	0.5%	2.4%	18%	1.1%	0.5%	1.6%	0%	54.2%
Leavers	0%	2.6%	0.4%	14.3%	0.9%	0.5%	3%	15.7%	0%	0	41.3%	0.9%	20.4%

Table 4.7: Starters and leavers by religion

	Under 25	25-34	35-44	45-54	55-64	65+
Starters	19.3%	38.1%	17.2%	14.7%	10.5%	0.3%
Leavers	14.8%	29.1%	21.7%	16.5%	14.3%	3.5%

Table 4.8: Starters and leavers by age