



Leeds City College  
Equality Diversity and Inclusion  
Annual Report  
2020/21

Author: Tanisha Singla

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# 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 2020/21 and an overview of key achievements, activities and actions in relation to both students and staff business activities.

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 Luminare 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 Luminare Education Group to better reflect its increasing portfolio of member institutions which also includes 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 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 49% of leavers are recruited from the poorest 10% of postcodes.

In 2020/21 LCC financially supported over 7400 students with bursaries and learner support funds, which removed financial barriers to learning. This was an increase of 404 compared to the previous year.

## 4. Demographic and Economic Context

Leeds has one of the most diverse economies of all the UK's main employment centres. In 2016, Leeds saw the fastest rate of private sector jobs growth of any UK city and has the highest ratio of public to private sector jobs of all the UK's Core Cities. The city has the third largest jobs total by local authority area with 480,000 in employment and self-employment at the beginning of 2015.

There are nine higher education institutions and 14 further education Colleges are based in the LCR, which is home to a student population of around 230,000.

There is a safe, calm and secure learning environment which is at the heart of the College's commitment to its students and staff and permeates all activity. This learning environment has been recognised and received many positive comments from Inspectors and visitors to the College giving it a strong community feel. The College has made a specific commitment to environmental sustainability.

## 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.

## 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. The Equality

Objectives have come to a close at the end of the academic year 2021. We are now focused on a close down and consultation for launch of new objectives in September 2022.

## Equality Objectives

- **Objective 1: Promote Social Mobility : 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.**
  - A cross college effort towards digital inclusion, ensuring all students working online have Chromebooks or a Wi-Fi hub and eligible students have food vouchers.
  - In June we were successful in a grant application for the Healthy Holidays funding, through Leeds City Council of £14k to deliver summer holidays provision to students from the 14-16 Skills Development Programme and the 14+ Academy who experience forms of vulnerability and deprivation. The provision has supported the cohort of students to keep engaged with the college through an active and healthy schedule of sessions and activities, including sports, arts and crafts, and health and wellbeing. The students benefited from sessions on food prep and cooking, and sample foods from different cultures through a timetable of 'themed' lunches through the week.
  - Development of the Food Umbrella group is a working group of colleagues from across the campuses focusing on three areas for development; Food Security, Healthy Eating and Sustainability and waste reduction
  - Leeds Sixth Form Widening Participation in HE through projects and connections with various organisations (Sheffield Progress, Russell Group Insight Programme, Access to Leeds). Supported students with low household income, low intake postcode, those whose parental education was below graduate level, and those from minority ethnicities.
  - A foodbank has been successfully launched at Quarry Hill. It has been a success and continued as a permanent feature.
- **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.**
  - Launched a funded project from AoC to develop sport leadership skills with our LGBTQ+ students to increase engagement with these students who are often underrepresented in sport and physical activity. This is the first project of its kind in colleges across the country.
  - Development of a working carers best practice document aims to provide guidance for working carers as careers need flexibility. Working carers now offer free 1:1 confidential meetings, which are put on every 2-3 months.
- **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.**
  - Staff Forum development (see project work for more details).

- The Student Union has an EDI committee set up to connect more with students across campuses. 14 students are actively involved in giving feedback on what is better with college.
- Empowering Women Week took place over the week of 25th-29th January. 14 events (talks, workshops and Q&A events) took place over the 5 days. 139 students from 20 different curriculum areas and staff attended the events.
- A menopause policy has been developed and the first menopause café held to support women.
- **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.**
  - Development of the EDI Campaigns calendar to support the celebration of awareness days and different faiths.
  - Leeds Sixth Form #whatchangedtheworld? campaign in collaboration with the White Rose Academies – celebrated and championed inventions from around the world that have changed the way we live our lives today.
  - The FE Colleges have commissioned a Decolonising the Curriculum project for 2021/22 and is moving towards designing a tool kit for teaching staff to use.
- **Objective 5: Challenge Discrimination : We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications.**
  - The group has updated the Equality Impact Assessment template and produced guidance to help support policy writers when submitting.
  - Appointed a Restorative Practice Champion for the FE Colleges. The role works to embed the whole-college approach to restorative methods which have a positive impact on organisational wellbeing, by developing and leading restorative practice across the Luminate FE College, designing and delivering training activities to staff and student leaders, and championing restorative approaches across all curriculum and professional services teams.
- **Objective 6: Promoting Wellbeing: We will invest in and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges.**
  - Student Life Enrichment developed a Wellbeing & Mental Health Support Programme that offered curriculum departments practical sessions that support the wellbeing and mental health of students and promote our enrichment activities to students and staff. The team used a Wellbeing Action Plan developed by The Charlie Waller Foundation as well as offering a number of other activities.
  - A staff health and wellbeing champions network was launched.
  - Appointed a Health and Behaviour Lead. The role champions and embeds inclusive behaviour practice, environments to cultivate positive relationships and healthy lifestyle choices such as coordinating cross college training for staff on inclusive behaviour, restorative practice and healthy lifestyles, including developing resources, and designing, sourcing and delivering training. They plan and coordinate delivery of health related services with specific reference to sexual health, physical health, diet and exercise across campuses

## **Key Projects 2020-2021**

Over the past academic year we have developed a number of projects that have helped towards the progress of all our Equality Objectives

### **Staff Development Day**

In October 2020 we successfully ran our first Equalities staff development day which was also the first virtual day. Staff across the group were invited but the sessions were primarily focused on the FE College staff. Over 1000 staff accessed the link across the day.

Sessions were delivered by internal staff and external speakers which were well received. The day's core message -- **Learn More, Do More** -- it emphasised to staff the importance of implementing positive action as a result of their learning. A key outcome was to help staff understand that small changes in their practice can make significant positive differences to others. Further information regarding sessions can be found in Appendix 3

### **Race Equality Road Map**

The Race Equality Roadmap was developed in 2020/21 in response to the Black Lives Matter statement that had been made by the Luminate Education Group. Over the past academic year we have made significant progress.

- Consultation on the Race Equality Roadmap began in July with the Race Equality Forum. Formats varied from 1:1 conversations, email feedback and group discussions.
- Consultation opened up to all staff members. Staff were given the opportunity to contribute to the Roadmap via a survey, or email the forum to book in a conversation.
- Feedback was reviewed and five key Roadmap themes emerged based around organisational culture, career development, students, the wider community and leadership.
- A key challenge identified by the working group was around the implementation of the Roadmap - although it should be led by the forum, meaningful change would only occur if the Roadmap was owned by senior leaders. The roadmap has a governor sponsor to ensure actions move forward.
- The Roadmap has key actions being developed against its objectives. Further work is needed to engage more staff across the group to feed into the action plan.

### **Staff Forums**

The staff forums include Disability, Race Equality and LGBT+ during the term of our Equality Objectives this has been an area for development. We have extended the three forums to group level. During the year 2020/21 a working carers forum was launched.

### **Race Equality Forum:**

In October, the Race Equality Forum presented a range of events, happening both internally and externally, for Black History Month. All staff were invited to take part in the month-long celebration. Events included a BHM themed forum meeting, and an Untold Black British History conversation delivered by forum co-chair Nathan Edwards.

The forum had several discussions around the term 'BAME - what it means, how it is used and how it feels to be labelled as BAME; it was concluded that the minority ethnic groups does not feel like an accurate descriptor for the people of the forum and a forum name change was needed. The forum changed their name to the Race Equality forum in February.

In the latter part of the year, the Race Equality Forum has focused on the consultation and creation of the Race Equality Roadmap.

### **LGBT+:**

The Staff forum took part in virtual pride 2020 promoting the Luminate Pride Rainbow Quiz. Pride events with other Leeds Unis - Uni, Becket, Trinity, Arts.

Working more on Bi inclusion, after a lot of people disclosed, but wasn't represented on the forum activities including Bi drop in.

The forum has been supporting each other, including with book and film recommendations; developing a microsite; supporting LEA with developing an LGBT student forum; representation on Women Friendly Leeds LGBT subgroup; partnership with LGBT leads across Leeds to establish joint opportunities and network of LGBT+ educators across the city.

Development of the Luminate Pride video which aimed to connect and reach out to the community to celebrate who they are. This was shared across the network alliance in Leeds.

### **Disabled and Neurodiverse (DAN):**

Worked with the forum members to make the adjustments to the role of chair so that the workload is distributed, however membership continues to be low.

The forum has worked with HR regarding the Employee Assistance Programme which is run by Workplace Options. The forum surveyed the Workplace Options website and found information that was incorrect and following feedback this information was changed.

### **Working Carers :**

The forum was launched in 2020/21. Initially the forum was able to provide support and sign posting for staff. Two training sessions were promoted by Carers Leeds in June based on Dementia and supporting the mental health for working carers. Staff were invited to attend confidential 1:1 sessions with Carers Leeds.

The forum appointed a new chair who took over in January 2021.

### **Mentoring Program and CPD**

Black, Asian and Minority ethnic groups are under-represented across the Luminate Education Group and more significantly in leadership roles. The Race Equality Forum presented personal experiences and data for the college to CMT in October 2019. This highlighted the lack of diversity across the organisation and marked an opportunity for change.

The Equality Team and the Race Equality staff forum set up a pilot mentoring scheme to support leadership and development opportunities for this group. This will help to support the college diversity and inspire a new generation of leaders.



The mentoring programme lasted 7 months and the response to the pilot was overwhelmingly positive. When asked 80% of the mentees either agreed or strongly agreed that the programme had supported them to move towards their career aspirations. The programme gave staff the confidence to apply for aspirational roles that align to their values and fostered feelings of belonging.

### **EDI Champions and EDI Leaders**

Our EDI Champions is a network across group who are gaining expertise in EDI, contribute to development and change, offer advice to departments and take part in campaigns. This network has been well established and has been running since 2017/18. During 2020/21 the champions have received training on the following themes:

- Anti-semitism
- Small steps: a charity who work at addressing and reducing far-right extremism.
- Trans Awareness

The Champions have been consulted with on a number of key work streams including; The Race Equality Roadmap and the Equality Objectives.

Attendance at these meetings are monitored by the central team and senior leaders through the college performance review process.

During the past academic year we launched our EDI Leaders. These are a group of EDI specialists separate to our champions network. They have been trained to deliver our mandatory taught EDI training. Staff have been nominated by department heads.

### **Close down of the Equality Objectives**

The launch of the equality objectives began in 2018 for the FE Colleges. Since that time the Equality agenda has become more prominent. The Luminate Education Group has evolved a significant amount since then taking on new members such as Harrogate College and Aldertree Primary School. The group has also rebranded from the Leeds City College group to the Luminate Education Group. The objectives provided a more holistic approach and allowed growth within the organisation and adaptability.

Global change includes the influence of Covid 19 and the Black Lives Matter movement and now thrust EDI into the center stage. The Group is currently undergoing a consultation period to develop new group wide objectives with key measurable outputs and an overarching strategy.

## **Our Students**

### **7. 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 taken by student headcount. Currently our achievement data is by enrollment numbers

Table 1: Three year student data by protected characteristic

	Female	Male	Minority Ethnic Groups	White	Declared Disability	Living in a deprived area (0-10%)
<b>20/21 LCC students</b>	59.7%	40.3%	55.2%	40.4%	16.4%	49.1%
<b>20/21 LCC student headcount</b>	8,474	5,716	7,921	5,731	2,330	6,944
<b>19/20 LCC students</b>	60.8%	39.1%	48.7%	47.69%	15.1%	50.1%
<b>18/19 LCC students</b>	56.9%	43.1%	40.6%	59.4%	22.2%	37.6%
<b>Leeds population 2015/16<sup>1</sup></b>	50.9%	49.1%	18.9%	81.1%	16.8%	22.9%

- Over the past three years we have seen an increase in students from Minority Ethnic Groups and now over half of our students fall into this category. This is the highest percentage across all of the FE Colleges.
- 20% of the Minority ethnic groups are from an African backgrounds with 75% of these students living in the most poorest postcodes. The second largest group are students who describe themselves as other.
- This year we have seen a small increase in students who have declared a disability.
- As a college we still have a high percentage of students who live in the most deprived areas in the country.

## 8. 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 meet the needs of local and regional employers, as well as provide a full pastoral programme that develops global citizenship and social responsibility.

The data provided for achievement data is by enrollment count and not by head count.

Total Achievement – 87.8%

Total Retention – 94.0%

Total Pass- 93.5%

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<sup>1</sup> Please note data is taken from the most current census data.

## Achievement Rates

Table 2: Three year student achievement data by age group

Age	National Rate	2020/21	2019/20	2018/19
16-18	83.4%	86.5%	87.3%	84.4%
19+	89.9%	89.8%	88.9%	89.4%
Non-Funded	-	84.4%	76.1%	84.8%
LCC Total	86.7%	87.8%	88%	87.2%

- This year has seen a small decrease in achievement for 16-18 year old students (-0.8%) and overall a decrease in the LCC total of (-0.2%).
- The data continues the trend of 19+ students outperforming their 16-18 peers.

Table 3: Three year student achievement data by gender

Gender	2020/21	2019/20	2018/19
Female	88.6%	88.3%	88.5%
Male	86.6%	87.6%	85.1%
LCC Total	87.8%	88%	87.2%

- The data highlights a trend seen in previous years with female students outperforming male students.
- Male students this year have seen a 1% drop in achievement.

Table 4: Three year student achievement data by ethnicity

Ethnicity		2020/21	2019/20	2018/19
Minority Ethnic Groups	Female	89.8%	89.1%	89.6%
	Male	86.5%	86.5%	85.6%
White	Female	87.2%	87.0%	86.9%
	Male	86.5%	88.7%	84.0%
LCC Total		87.8%	88%	87.2%

- Female students from Minority Ethnic Groups continue to be our highest achieving group.
- Male students regardless of ethnicity have the same achievement rates in 2020/21. Over three years we have seen a reversal in the patterns of achievement with males from Minority Ethnic Groups outperforming white males in 2018/19, then white males outperforming Minority Ethnic Groups in 2019/20. In 2020/21 White Male students have a drop in achievement of 2.2%. A possible reason is the impact of the pandemic and teacher / center assessment methodologies.
- Minority Ethnic Females continue to outperform White females at similar rates

Table 5: Student achievement data by learning difficulty, disability or health problem in comparison to national average

Disability or learning difficulty	Number of Leavers (Enrolment)	Achievement 2020/21	National Average	Difference
Yes	4432	87.6%	84.7%	+2.9%
No	16941	88.0%	87.4%	+0.6%
Not Provided	863	86.7%	85.2%	+1.5%

- Students with a learning difficulty overall have higher achievement rates than the national average.
- The data suggests the students without a learning difficulty achieve above the national average, although they do not exceed as much as those with a learning difficulty

Table 6: Student achievement data for Children Looked After and Care Leavers

	2020/21	2019/20	2018/19
Care Leaver	83.8%	85.9%	84.4%
Is looked after	77.7%	92.2%	82.7%
Not looked after	88.0%	88.0%	87.2%

- This year has seen a significant decrease in the achievement figures for Children Looked After, and a slight decrease for Care Leavers.
- The Covid-19 pandemic has had an impact on vulnerable student groups in areas such as a mental health and wellbeing, which in turn may affect student achievement.

Table 7: Apprentice Achievement intersectional data by ethnicity and deprivation

	Female	Male	Minority Ethnic Groups	White British	Declared a disability	Living in a deprived area (0-10%)	Overall
2020/21 LCC Apprentices	69.9%	69.0%	72.3%	68.8%	64.7%	65.9%	69.9%
2019/20 LCC Apprentices	77.6%	55.8%	63.5%	58.7%	65.7%	60.5%	61%
2018/2019 LCC Apprentices	80%	64.4%	73.3%	71.9%	68.3%	76.5%	72.2%
National Rate	87.2%	86.2%	61.3%	65.2%	84.7%	-	60.4%

- The college apprentice achievement rate is above the national average.

- There is a 0.9% difference in achievement between male and female students. The gap has closed between the two genders with increased male achievement and decreased female achievement.
- Students from a Minority Ethnic Group achieve higher than any other group and significantly above the national rate.
- There has been a drop in achievement for students who have declared a disability of 1%. For 20/21 this group have the lowest achievement and notably lower than the national average.

### Destinations

Overall, 82.0% 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.

1.1% of ESFA funded students progressed to apprenticeships and 4.1% progressed to employment. Progression to apprenticeships remains very low and has decreased; progression to employment has also decreased from 2019/20. It is likely the progression to apprenticeships and employment has been affected by the impact of Covid-19.

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.

Table 8: Destinations by ethnicity

<b>Ethnicity</b>	<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
<b>Minority Ethnic Groups</b>	83.5%	2.2%	14.3%
<b>White</b>	80.9%	1.2%	17.9%
<b>Not provided</b>	80.9%	1.5%	17.6%

- There is a 2.6% difference for positive destinations between White students and those from a Minority Ethnic Group.
- Students from a white background have an increased risk of progressing to a negative destination.

Table 9: Positive destinations by ethnicity two year trends

<b>Ethnicity</b>	<b>2020/21</b>	<b>2019/20</b>
<b>Minority Ethnic Groups</b>	83.5%	81.6%
<b>White</b>	80.9%	79.8%
<b>Not provided</b>	80.9%	57.6%

- Destinations for students leaving in 2020 were seriously depressed by the impact of the pandemic, both in terms of the number of students progressing into positive destinations and the data collection activity

- There has been an increase in positive destinations and Minority Ethnic Groups continue to reports higher rates of positive destinations than White students.

Table 10: Destinations by gender

Gender	Positive	Neutral	Negative
Female	82.6%	1.7%	15.7%
Male	81.2%	1.5%	17.4%

- Overall female students have a higher percentage of positive destinations.
- Male students have an increased risk of progressing on to negative destinations. The difference between the two groups is 1.7%.

Table 11: Destination by Care Experience

Care Experience	Positive	Neutral	Negative
Care Experience	81.2%	4.6%	14.2%

Table 12: Destination data by Special Educational Needs and Disability/ EHCP and SEND

	Positive	Neutral	Negative
EHCP	82.2%	3.9%	13.8%
SEND	74.5%	1.9%	23.6%

- Students from a SEND background have a higher percentage of negative destinations when compared to students with and EHCP.

## Personal Development, Behaviour and Attitudes

Personal development and student behaviour and attitudes (PDBA) are key aspects of the OFSTED Education Inspection Framework (EIF).

The quality team run a student induction survey and student satisfaction survey to help measure students PDBA.

## 9. Student Survey Summary

Luminate Education Group, recognises the importance of the learner voice in developing provision and services across the college. Feedback plays an essential role in improving teaching effectiveness by providing high-quality, actionable feedback. Learner feedback is regularly sought across all college sites and historically learner satisfaction rates across the college have been inconsistent.

The information provided below summaries student responses to the 2020/21 Induction Survey.

In total, 944 learners completed this survey. In response to the statement regarding 'Fairness and respect for diversity and inclusion':

- 71.7% of students from minority ethnic groups responded positively, in comparison to 81.7% of white English/Welsh/Scottish/Northern Irish students.
- 76.6% of males responded positively, in comparison to 76.8% of females

The information provided below summaries satisfaction and completion rates of the 2020/21 'On Exit' Learner Survey.

In total 3,623 students completed the survey at Leeds City College which equates to 21% of the college population. The data also excludes our ESOL students as they completed a more accessible survey.

Key headlines from the survey:

- 94.2% of students had enjoyed their time at college.
- 97.9% of students felt safe at college
- 92.3% of students felt prepared to take their next steps in to employment or education
- 96% of students that responded felt safe to study at home

The most significant find is the difference between Minority Ethnic Groups students and White students when ask if they felt safe to study at home. Those students from a white background felt more comfortable at home (97%) than students from Minority ethnic groups (93%).

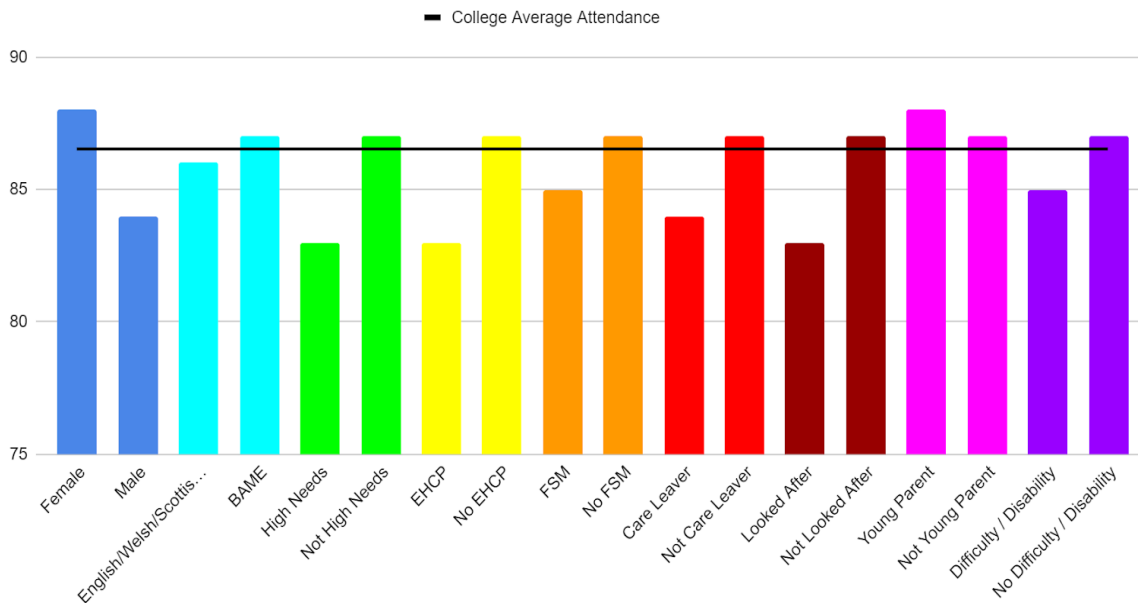
Due to the lack of respondents it is difficult to identify significant gaps in experience based on equality characteristics. Further analysis of the data has been taken to department level.

## 10.Attendance Data

The overall percentage of student attendance for Leeds City College is 86.7%

Graph 1: Leeds City College Attendance by equality characteristic

Leeds City College Attendance (%) by Learner Characteristic 20/21



- Biggest characteristic gaps for learners looked after / care leavers (all) and EHCP / High needs
- Female students have a much higher attendance rate than their male peers.
- Students who receive Free School Meals and students with a disability have a slightly lower rate of attendance than the college average.

## Our staff

### 11.Staff Data

Table 13: Staffing Data compared to local average

	Female	Male	Minority Ethnic Groups	White British	Declared Disability
<b>Leeds City College</b>	66.9%	33.1%	10.5%	53.6%	5.6%
<b>Leeds Population</b>	50.9%	49.1%	18.9%	81.1%	16.8%
<b>FE Average</b>	<b>62.0%</b>	<b>32.0%</b>	<b>10-20%</b>	<b>80-90%</b>	<b>6.5%</b>



- Across the FE sector there is a low representation of male staff and LCC follows this trend, however the college has a slightly higher proportion than the average.
- There is low representation of staff who have a declared disability.
- There has been a decrease in staff declarations of protected characteristics

Table 14: Staffing data by contract type

	Headcount	Female	Male	Minority Ethnic Groups	White	Part-Time	Declared Disability
<b>Leeds City College</b>	1577	66.9%	33.1%	10.5%	53.6%	30.5%	5.6%
<b>Academic</b>	883	67.7%	32.3%	12.6%	59.0%	40.8%	6.7%
<b>Support</b>	493	67.5%	32.5%	8.8%	70.2%	21.9%	4.1%
<b>Management</b>	181	61.3%	38.7%	6.1%	72.4%	7.2%	4.4%
<b>Senior Management</b>	20	70.0%	30.0%	5.0%	80.0%	0%	5%

- We have good representation of female staff across all sections of the organisation and a high representation at senior management.
- Based on the overall college representation of males this is evenly spread across of the different levels with higher levels at management level.
- There are low representations of Minority Ethnic Groups in comparison to student representation.
- There are a small number of disabled staff across LCC this distorts the data when converted into percentages at different levels. The majority of the disabled staff are in the academic band and support band.

Table 15: Staff Profile by age

	Under 25	25-34	35-44	45-54	55-64	65+
<b>2020/21</b>	6.7%	26.3%	23.8%	21.6%	18.1%	3.4%
<b>2019/20</b>	7.0%	26.0%	23.0%	23.0%	19.1%	1.2%
<b>2018/19</b>	6.6%	21.3%	25.1%	24.4%	19.1%	1.2%

- There is a significant number of staff who are aged 45+ specific support around menopause, changes in health and planning for staff retirement.
- We have seen an increase in staff who are 65+
- There is still a small proportion of staff who are under 25

Table 16: Three year staff starters and leavers

	Starters	Leavers
2020/21	358	258
2019/20	373	230
2018/19	391	224

- Over the past three years LCC has grown; this is demonstrated by a higher number of starters than leavers.

Table 17: Starters by characteristic

	Female	Male	Minority Ethnic Groups	White British	Declared Disability
2020/21	58.7%	41.3%	2.2%	13.4%	1.1%
2019/20	66.0%	34.0%	7.0%	38.0%	3.0%
2018/19	67.0%	33.0%	5.0%	24.0%	1.0%

- The data suggests that as a college we are not attracting people with disabilities to come and work at LCC. There is a notable decrease on the previous year. It is not clear from the data if this is due to lack of disclosure or recruitment.
- Only 15% of starters declared characteristic information for ethnicity. Low disclosure rated at start date.
- Decrease in staff from minority ethnic groups. The data suggests that this could be due to a lack of disclosure.

## 12. Staff Survey Results

The staff across the FE Colleges on a yearly basis receive a staff survey. During 2020/21 the survey was split into 10 categories; wellbeing, innovation, development, operations reputation, communication, culture, organisation, leadership and demographics. The survey is anonymous and sent to an outside agency to manage. In total across Leeds City College 59% staff completed the survey.

- Overall 91.5% of staff agreed or strongly agreed that the organisations commitment to EDI is embedded within our culture. 5% of the respondents were from the 18-24 age group, the majority of this group responded positively to the question. 63% of the respondents identified as female, 8% of this group stated a negative answer when compared to 5% of male staff.
- 88% of staff felt they were treated fairly with dignity and respect in the organisation. In total 14% of the respondents to the survey identified that they were from a Minority Ethnic Group, of that group 15% chose a negative response when compared to 10% from the White British group.
- 19% of staff who completed the staff survey had highlighted that they have a long-term health condition. Although not all long-term health conditions are classed as disabilities

this highlights a lack of disclosure. 11% of the staff who have a long-term health condition either disagreed or strongly disagreed with the statement 'I feel comfortable raising an EDI concern or complaint and know I will be treated with respect.'

- 83% of staff either agreed or strongly agreed that Restorative Practice is well embedded in the organisation. There was not a particular group that responded negatively to this question.

## Recommendations:

- Review the recording of student gender identity to improve analysis of data at the College.
- Increase awareness of declaring equality characteristics for students and a system for collecting this data across the academic year.
- Targeted support for all male students as achievement levels remain below female peers.
- Consider the possible impact of unconscious bias on teacher assessments and predictions
- In depth look at student profile at a local level including by campus and course to understand demographic as part of the Quality Process Review.
- Further investigation to understand the decrease in female apprentice achievement as most groups in the cohort have seen an increase.
- Increase the response rate for student surveys to allow for conclusive analysis of the results.
- Work with Learning and Organisation Development team to increase confidence in the staff survey.
- Increase staff disclosure of protected characteristics at all points of the recruitment process and for existing staff.
- Development of a stream of work supporting staff with disabilities and long term health conditions.
- Development of an inclusive recruitment strategy to encourage a staff profile that reflects the student population.
- Improve staff retention for all staff and investigation into links between retention and protected characteristic.
- Further development of the mentoring scheme to include the other staff forums and creation of a reverse mentoring scheme.

## Appendix 1:Data Collection Sources

### **Student data**

N.B. Student ethnicity -White includes Welsh/ Scottish/ English/ Northern Irish and British, Irish, White other/ Irish Gypsy travellers. The Minority Ethnic Groups 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. Minority Ethnic Groups 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>

MIS ProAchieve 20/21 Rules Applied Summary & ProSolution Student Detail 20/21

Destinations EDI data 20/21

### **Staff data**

N.B. Staff ethnicity data- Minority Ethnic Groups includes Other and Multiple ethnic identities.

Data for the student tables/ charts obtained from

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

<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>

## Appendix 2 Glossary of terms

Minority Ethnic Groups - An umbrella term to refer to all ethnic minority groups.

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](#) site for further EDI definitions

ESFA - [Education and Skills Funding Agency](#), 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](#) glossary of terms for categories included in this report

OFSTED - [Office for Standards in Education, Children's Services and Skills](#), 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](#): 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.

## Appendix 2: Detail of sessions delivered at Staff Development Day

### Topics

Keynote	Jodie Williams, inclusion specialist, provided a 30 minute keynote on developing action from the Black Lives Matter movement, and continuing to strive for anti-racism in our work, curriculum, and society.
Anti-Racism & Microaggressions	Jodie Williams then presented an hour-long workshop on how to implement the concepts from the keynote in practice, including a definition of microaggressions, how they affect others, and suggestions for best practice.
Inclusive Onboarding	Geoff Petrie discussed how EDI principles apply to the onboarding process (recruitment, selection, induction, and beyond). The session provided practical guidance for managers and staff about how to make new starters feel included and valued when they join the college.
Disability	The SEND team discussed hidden disabilities and neurodivergence, and how we can all support disabled colleagues.
Positive Identities	Barnardos delivered training on sexual and gender identities awareness, supporting staff to feel confident using terminology and addressing homophobia, biphobia, and transphobia.
Allies	Staff forum members and chairs collectively presented a session on how to be a positive ally to the forums, what they can do to participate in forum activities as an ally, and ways they can behave or use language to support their colleagues in everyday life.

### Appendix 3: Summary of Equality Objectives projects

Year	Objective 1: Social Mobility	Objective 2: Accessibility for all	Objective 3: Voice and Influence	Objective 4: Celebrating Diversity	Objective 5: Challenge Discrimination	Objective 6: Promoting Wellbeing
18/19	Children Looked After (CLA) working group launch and the creation of two new roles to help the transition of CLA and Care Leavers in partnership with the local authority.	Achievement of investors in diversity stage 2	Re launch of the Staff forums	The big welcome event for induction was launched to help support feelings of inclusivity and belonging for students.	The student union and college successfully engaged in a public campaign to petition the government for lawful residency of a performing arts student.	Pre exam breakfasts launched.  Don't bottle it up wellness campaign
19/20	Race Equality Staff forum delivered presentation to leaders about life as MINORITY ETHNIC GROUPS staff in and out of the organisation.  Support curriculum to understand the link between predicted grades and unconscious bias	Project working with Director of Estates and Capital projects to support development projects across the organisation	Launch of the Working Carers Staff forum.  Developed working group to support trust in the staff survey and change to inclusive language.  Launch of the commitment to race equality roadmap.	Participated in the Stonewall Workplace Equality Index rising 54 places since the previous year.	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.	Wellbeing champions scheme launched for staff.  Launch of the first health and wellbeing survey.  Review of flexible working policy in light of covid-19
20/21	Please see review above for key achievements.					



