



LEEDS CITY
COLLEGE

Leeds City College
Equality Diversity and Inclusion
Annual Report
2021/22

Author: Naveed Hussain

Background	3
1. Introduction	3
2. About Leeds City College	3
3. Our brand values	4
4. Demographic and economic context	5
5. The Equality Duty	Error! Bookmark not defined.
Strategy and Objectives	6
6. Progress against Equality Objectives	6
Our Students	8
7. Student data	8
8. Achievement rates	9
9. Destinations	155
Our Staff	17
10. Staff data	17
11. Staff Survey Results	200
Key Projects 2021/22	211
12. Race Equality Road Map	211
13. Staff Forums	221
14. Race Equality Mentoring Programme and CPD	222
15. EDI Champions	232
Partnership work and stakeholder engagement	233
Recommendations	233

Background

1. Introduction

Our purpose is to collectively transform lives through inspirational education, training and support.

The general equality duty within the Equality Act 2010, requires us to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. This includes publishing information annually to demonstrate compliance, including information related to people who share a protected characteristic and people affected by our policies and practices.

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

The report includes Leeds City College, University Centre Leeds and Leeds Sixth Form College and:

- provides a summary of headline equality and diversity data for 2021/22 and an overview of key achievements and actions in relation to students and staff,
- identifies highlights and trends,
- reports progress made towards the equality objectives, an
- Sets out priorities for the following year.

2. About Leeds City College

Leeds City College is one of the largest further education institutions in the country with around 18,000 students annually, and is one of the biggest providers of apprenticeships regionally. The college is the largest organisation in the Luminate Education Group.

Leeds City College operates out of the following campuses: Printworks, Park Lane, Quarry Hill and College House, with smaller community provision across the city. The college provides a vibrant and diverse learning environment, delivering excellent and innovative education which is supportive, inspiring and life changing. Leeds City College's values put students first and are at the heart of everything the college does.

The courses at Leeds City College include both full-time and part-time academic, technical and vocational qualifications at multiple levels for 14-16 year olds, 16-19 post-16 and 19+ (adults) and include apprenticeships and higher education.

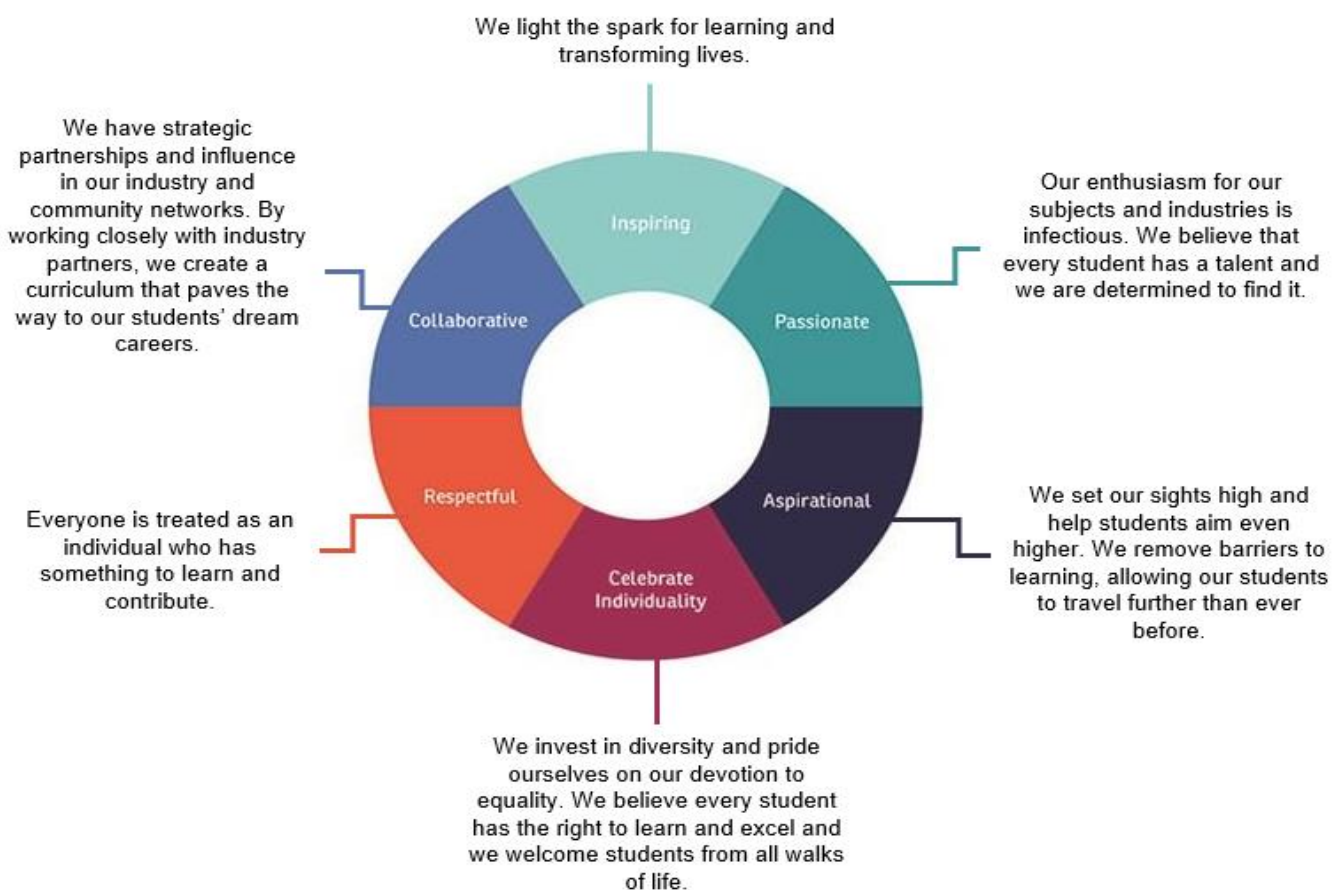
The college works closely with local employers, the local authority and employer organisations, contributing to the Local Skills Improvement Plan (LSIP) and provides industry standard teaching facilities including an air cabin simulator, creative studios, theatre, professional kitchens, gym, laboratories, sensory rooms, workshops, hair and makeup studios, childcare facilities and more.

Diversity and inclusion underpin everything at Leeds City College. We champion equality and recognise that many of our students, apprentices and colleagues will have already faced systemic barriers in their lives. We challenge barriers and create learning environments that allow individuals to thrive.

Our approach to diversity and inclusion links directly into our organisational culture. We are committed to continued meaningful action in tackling injustice, structural inequality and challenging discrimination. We champion diversity and celebrate individuality as a strength in promoting insightful thinking within our restorative culture. We are intent on creating a culture of inclusivity and belonging, with meaningful opportunities and experiences to broaden horizons and aspirations academically, socially and culturally.

3. Our values

Our values allow us to deliver an education that meets the needs of every student and we put students at the heart of everything we do. Our vision at Leeds City College is to be a UK leader in vocational and academic education. Our mission is to create learning environments where every individual student can achieve their potential.



4. Demographic and economic context

Leeds is the UK's fastest growing city, is central to the Leeds City Region (LCR), and is the UK's strongest performing economy outside London as a national centre for excellence for financial, legal and professional services and a leader in digital, manufacturing and innovation. The LCR economy of £64.6 billion, includes a population of 3 million and a workforce of 1.37 million people. There are nine higher education institutions and fourteen further education colleges based in the LCR, which is home to a student population of around 230,000.

5. The Equality Duty

Leeds City College takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change: Those subject to the general equality duty have an obligation to:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **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 was introduced to protect people from discrimination, harassment and victimisation and promote fair treatment for all, highlights nine protected characteristics:

Age

- The Act protects individuals from discrimination based on age. Sometimes being treated differently due to age is lawful, i.e. belonging to a particular age group is essential for a job is called an occupational requirement.

Disability

- The Act states it is unfair to treat a person unfavourably because they have a disability, a perceived disability or are connected to someone with a disability.

Gender reassignment

- It is discriminatory to treat a person proposing to start or undergoing a transition or has completed a process to reassign gender, less favourably. The person does not need to have undergone specific treatment to be protected.

Marriage and civil partnership

- The Act protects employees who are married or in a civil partnership from being treated differently at work.

Pregnancy and Maternity

- The Act protects women from being treated unfairly because they are pregnant, breastfeeding or have recently given birth.

Race

- The Act protects people against discrimination on the grounds of their race, which includes colour, nationality, ethnic or national origin.

Religion or belief

- The Act protects people against the discrimination on the grounds of religion or belief, or lack of religion or belief.

Sex

- The Act protects a person from treated differently because of their sex. Under the Act, sex can mean either male or female or a group of people like men or boys, or women or girls.

Sexual Orientation

- The Act protects people who identify as bisexual, gay, heterosexual and lesbian people from discrimination. People are protected if someone thinks they have a particular sexual orientation or are connected to someone who has.

Strategy and Objectives

6. Progress against Equality Objectives

The Leeds City College EDI objectives (2018-2022) were developed through consultation informed by staff and student data and feedback. They are values driven and align with the college and the Luminare Education Group strategic objectives. During 2022, consultation was undertaken to update the objectives.

Examples of progress and actions against the objectives include:

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.

- Healthy Holidays grant funding awarded by Leeds City Council delivered summer holidays provision to vulnerable 14-16 Academy students who engaged in a schedule of activities and incorporated foods from different cultures.
- Prioritising digital inclusion, ensuring all students working online have access to devices and Wi-Fi hub.
- Promoting take up of student funds to remove barriers to learning with travel passes, food vouchers and childcare; launch of the Food Umbrella focusing on Food Security, Healthy Eating and waste reduction and a food bank was established at Quarry Hill.
- Ensuring care leavers access all services and monitoring engagement to maximise retention and progression.
- Leeds Sixth Form and UniConnect Widening Participation in HE ran projects including with Sheffield Progress, Russell Group Insight Programme, Access to Leeds, supporting students meeting specific equality and socio-economic criteria.

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 with AoC to develop sport leadership skills with our LGBTQ+ students to increase engagement for 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.

- Development work with staff forums and the Equality Champions network for allies (see project work for more details).
- The Race Equality Roadmap was launched at the Annual AoC conference.
- The Student Union EDI committee connected with students across campuses and 14 students were involved in feedback on college life.
- A menopause policy was developed and the first Menopause Café held.

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.

- The EDI Campaigns calendar was developed to support the celebration of awareness days and different faiths.
- Leeds Sixth Form #whatchangedtheworld? campaign in collaboration with local schools celebrated and championed innovation and inventions from around the world that have changed the way we live our lives today.
- The 'Decolonising the Curriculum' project was launched and made progress 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 Equality Impact Assessment template was updated with new guidance to support policy writers when submitting.
- The Restorative Practice Champion works to embed restorative methods which have a positive impact on organisational culture and wellbeing.
- The Stop Hate Crime campaign, training and pledge was launched with the GMB Trade Union.
- A review of the behaviour policy has embedded an inclusive approach to positive relationships and belonging.

Objective 6: Promoting Wellbeing

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

- A Wellbeing action plan developed with The Charlie Waller Foundation offers a wellbeing framework and activities.
- The staff Wellbeing Champions network was launched and a Staff Wellbeing Coordinator appointed.
- 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 enrichment activities to students and staff.

- A Health and Behaviour Lead champions and embeds inclusive behaviour to cultivate positive relationships and healthy lifestyle choices coordinating cross college training for staff.
- Health related services with specific reference to sexual health, physical health, diet and exercise launched for students across campuses.

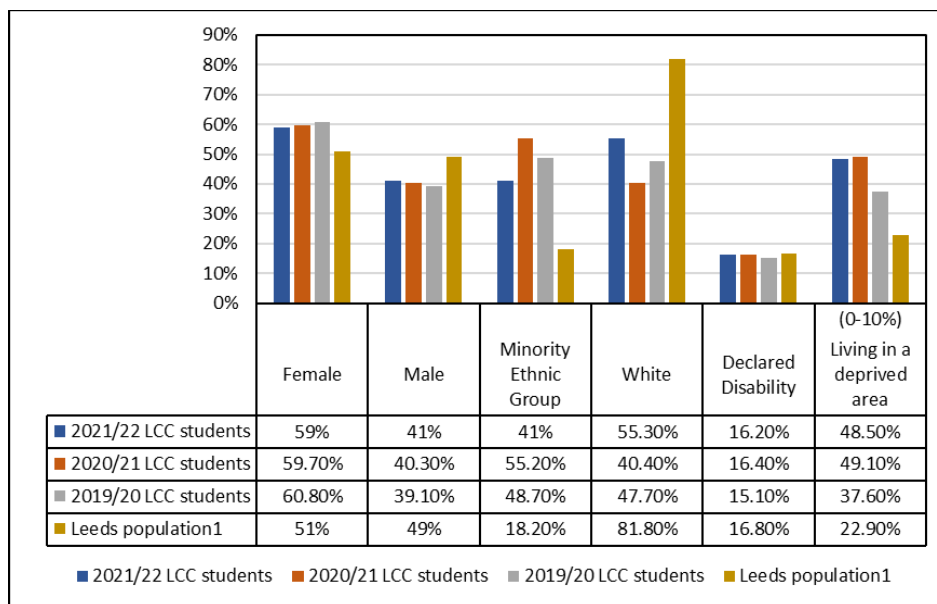
Our Students

7. Student data

Leeds City College students come from a variety of backgrounds which creates a rich and diverse community and learning environment. The college curriculum is designed to support students in developing skills which enable them to progress in their career aspirations and meet the needs of local and regional employers.

The data in this report is collated by headcount of students other than for achievement data, which is collated by enrolment numbers. Not all students identified protected characteristics during the application and enrolment process.

Table 1: Three-year student data by protected characteristic



¹ Please note that data is taken from the 2011 Census and Leeds.gov website

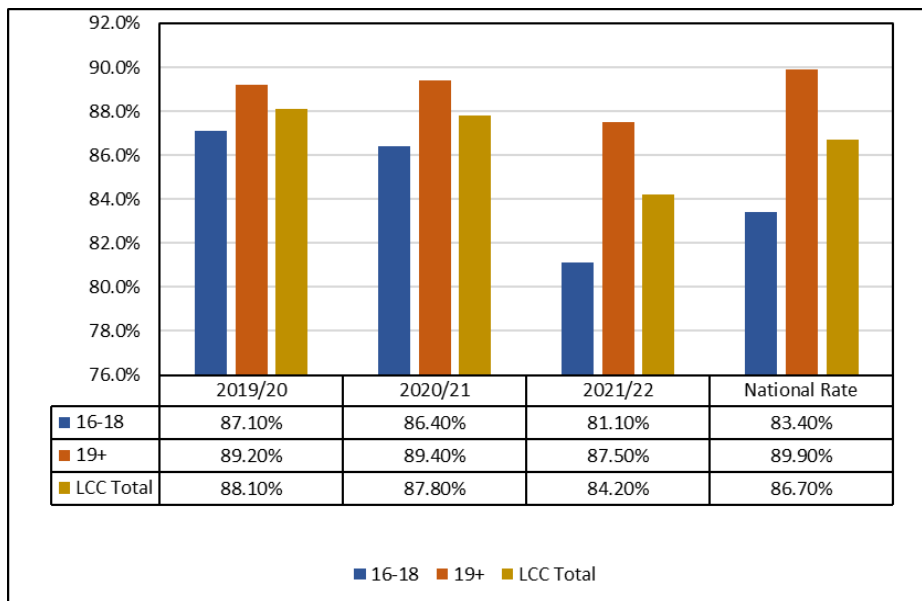
- The majority of learners are female (59%) and 41% of learners who declared their ethnicity are from an ethnic minority group, compared to 18.20% of the Leeds population.
- The percentage of college learners living in the most deprived areas marginally decreased from 49.10% in 2021/21 to 48.5% in 2021/22 but remained significantly above the 22.90% of the households in Leeds.
- The percentage of the college’s learners who declared a disability is 16.2%, which marginally decreased from 16.4% in 2020/21.

- Significantly more college students identify from minority ethnic groups compared to the local Leeds population.

8. Achievement rates

The 2021/22 academic year has seen a decline in achievement rates, particularly for 16-18-year-old students (-5.0%), which was expected and is at least in part due to a gradual return to regular assessment following two years of teacher and centre assessed grades. The ongoing impact of the Covid-19 pandemic on educational and social engagement is recognised in this. The data shows a trend of 19+ student achievement outperforming 16-18 year olds.

Table 2: Three-year student achievement data by age group



² Note that in previous reports “Starters” are referred as “Leavers” and students aged 19-23 with an EHCP are included in the 16-18 data.

Enrolment numbers overall

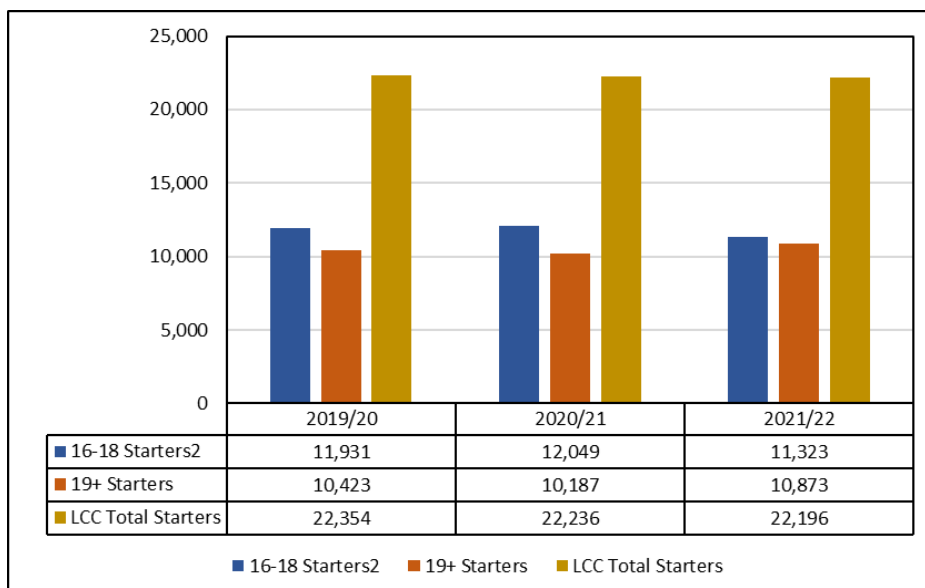
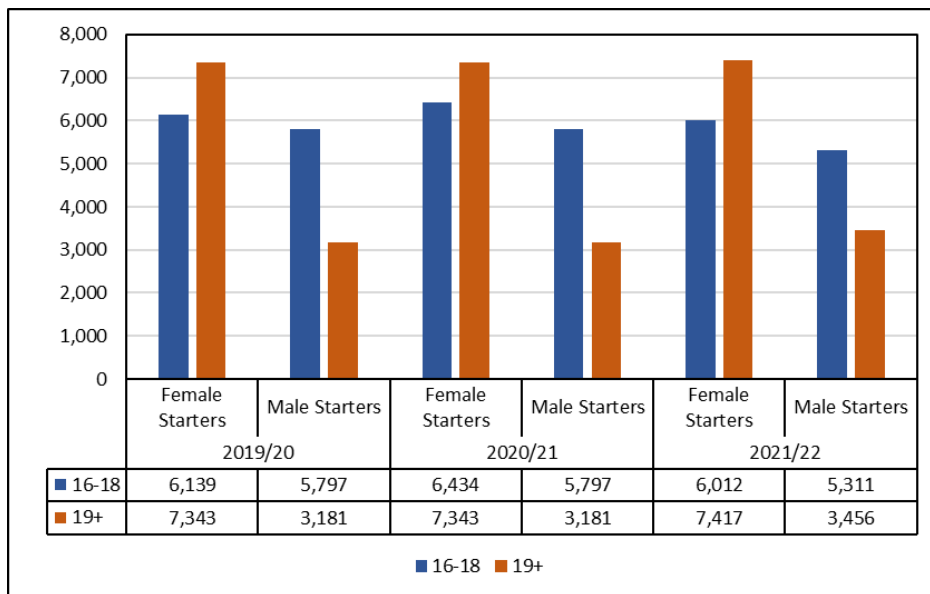
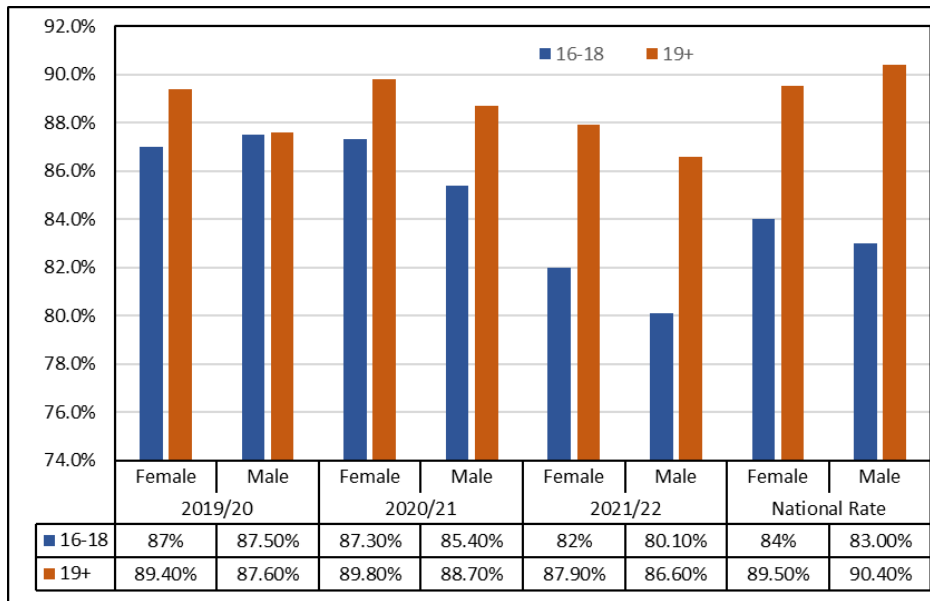


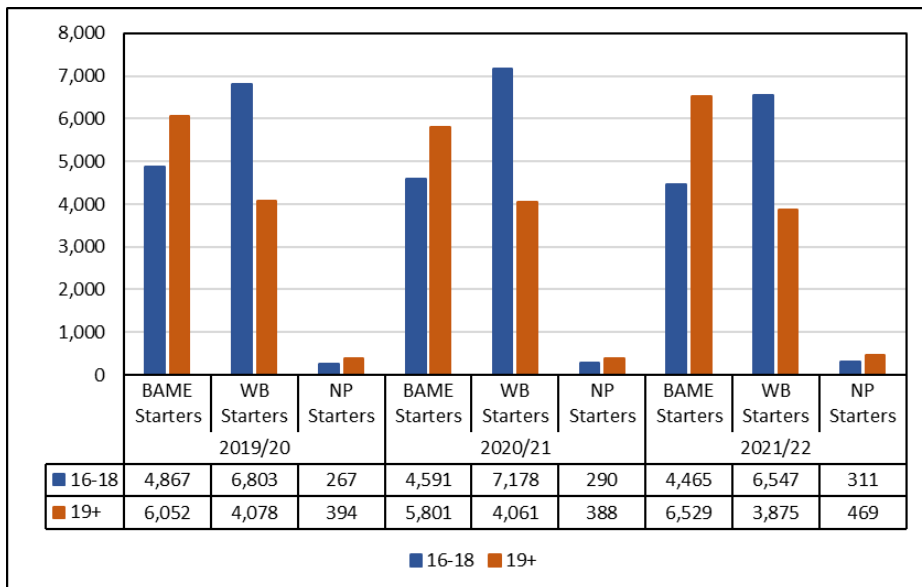
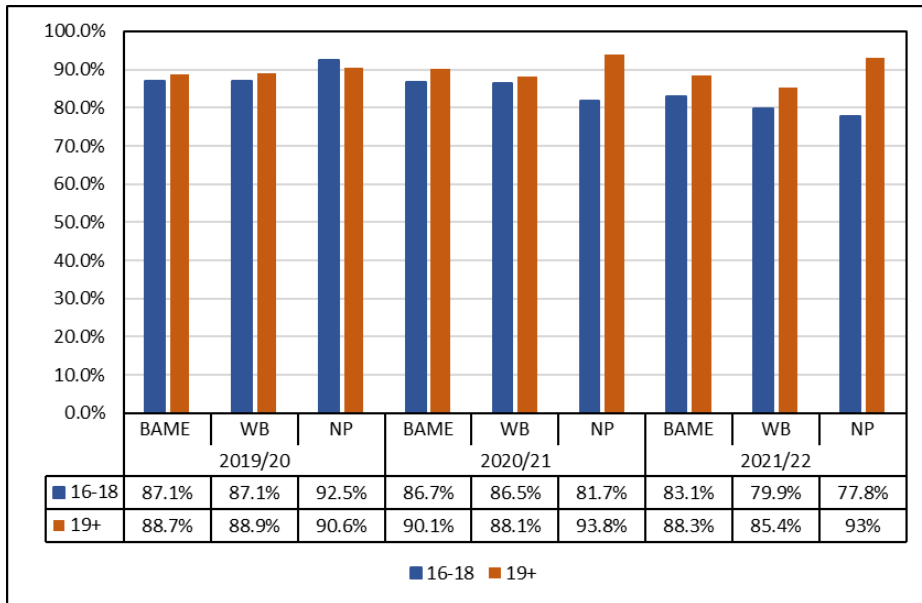
Table 3: Three-year student achievement data by gender/age



The achievement gaps by gender have widened in line with the national trend where female learners outperform their male counterparts. In comparison to the previous year 2020/2021, both male and their female learners saw their achievement decline, marginally so for the 19+ students but more so for those students of 16-18-year olds, (-5.3%) for males and females in the 16-18 year olds category.

Gender profiles on courses remain stereotypical with significant gaps in Engineering and Automotive Technologies and Computer Sciences which are dominated by male students. Education Studies, Childcare and Public Services, Health Science and Social Care and Hair and Beauty continue to have a high proportion of female students.

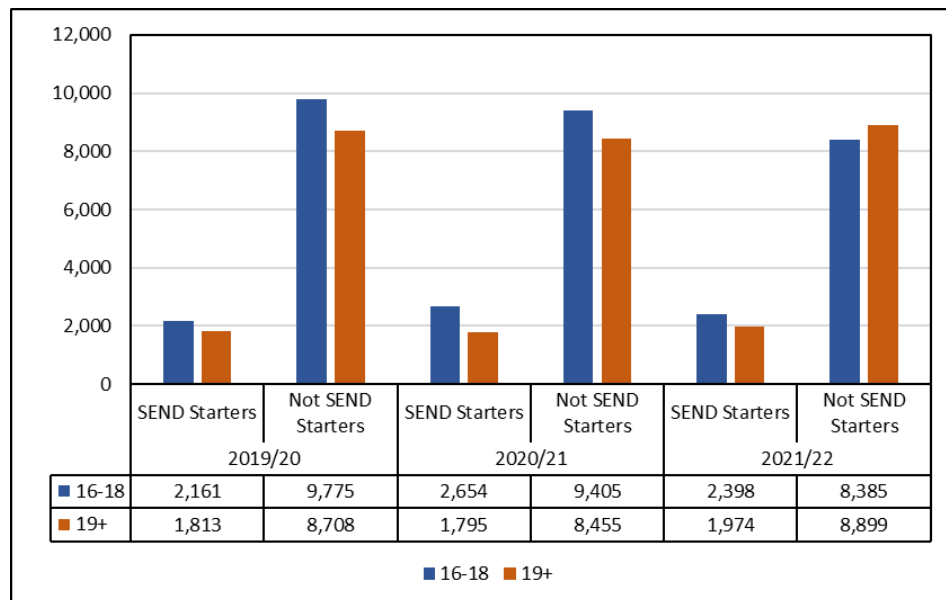
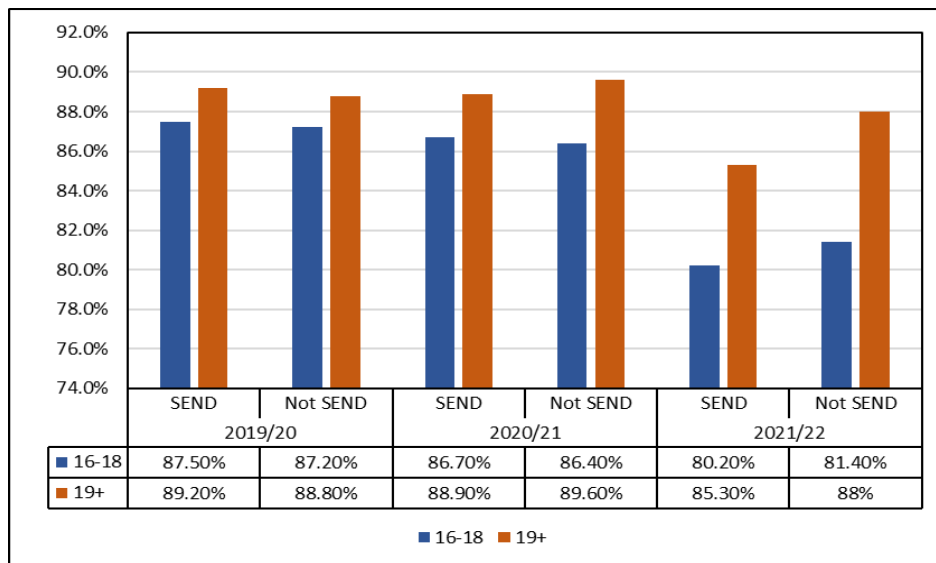
Table 4: Three year student achievement data by BAME,WB/Age



BAME: Black, Asian and Minority Ethnic | **WB:** White British | **NP:** Not provided

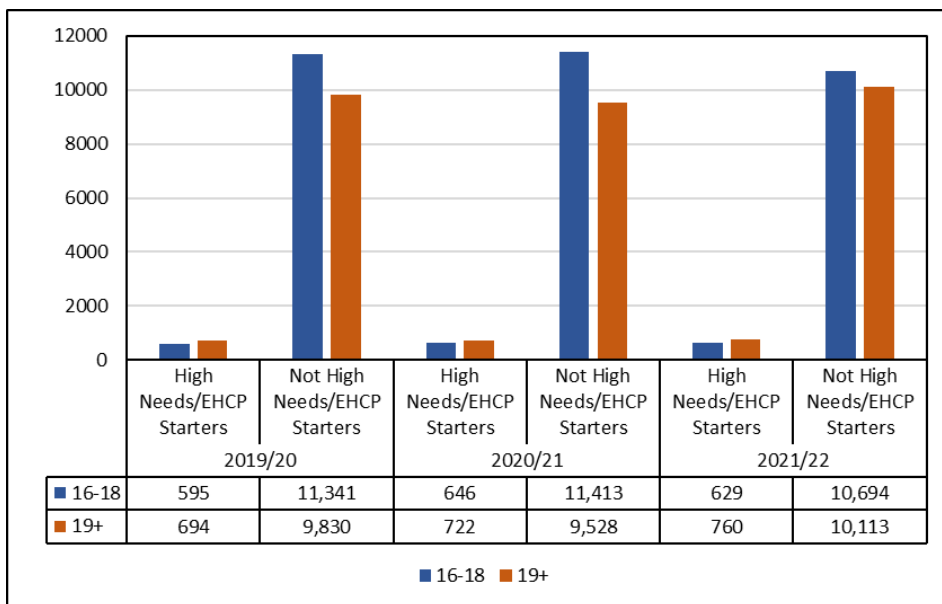
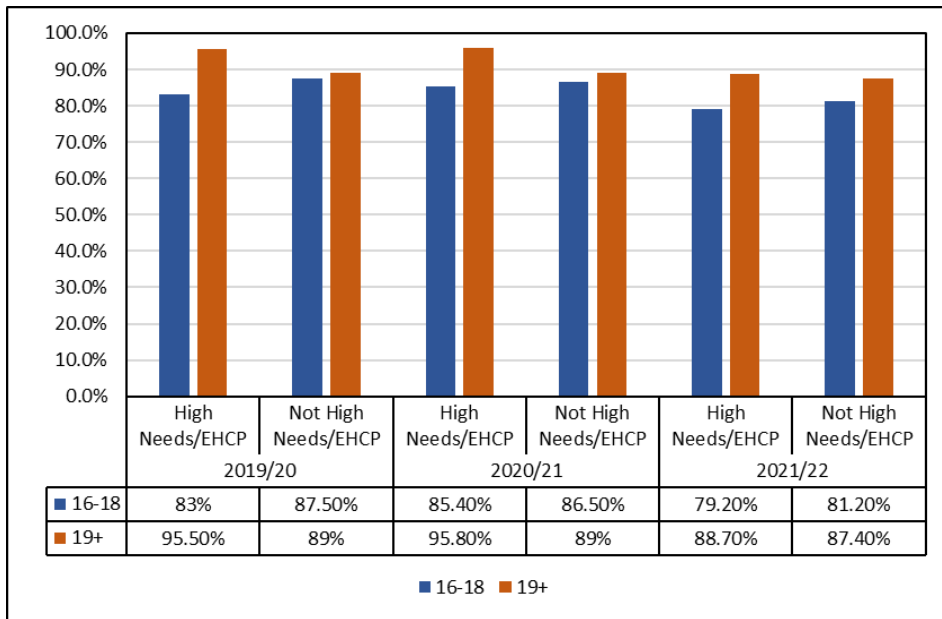
The data highlights our students identifying as BAME have a slightly higher achievement rate than those identifying as White British. In the past academic year, we have seen a decline in the achievements of students identifying as White British. Nationally there is a trend showing underachievement of those identifying as White British Males.

Table 5: Three-year student achievement data by Special Educational Needs and Disabilities (SEND)/ Age



- Students with SEND overall have marginally lower achievement rates than those students without.
- The data suggests the students with SEND in the 16-18-year olds category for 2021/22 have seen their achievement rates decline by -6.5%. The data also suggests that the decline in achievement rates noted for 16-18-year olds was not exclusive to SEND students as non-SEND students also saw a -5% decline in achievement in comparison to the previous academic year of 2020/21. However, the decline for SEND students was greater.

Table 6: Three-year student achievement data by High Needs/Age



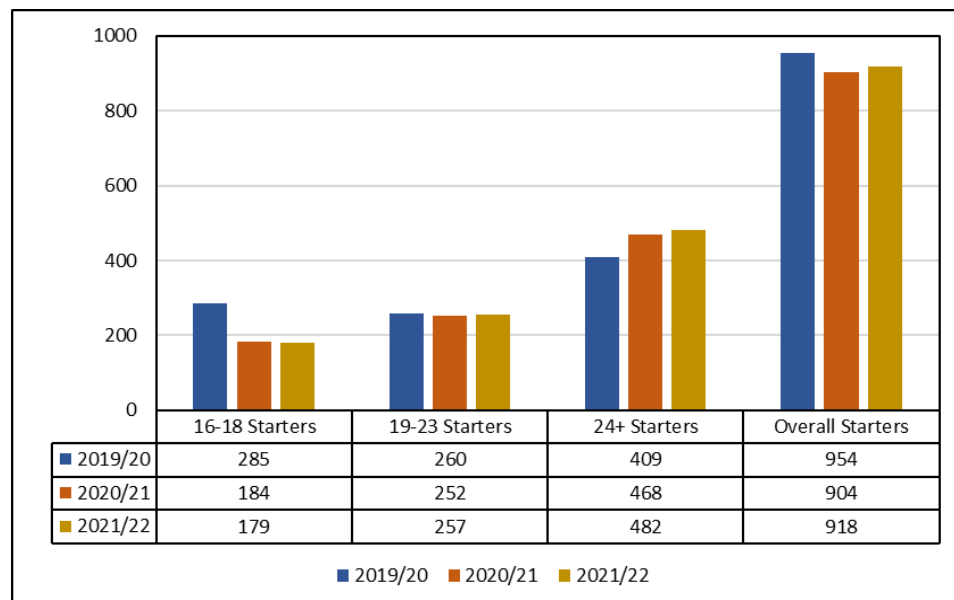
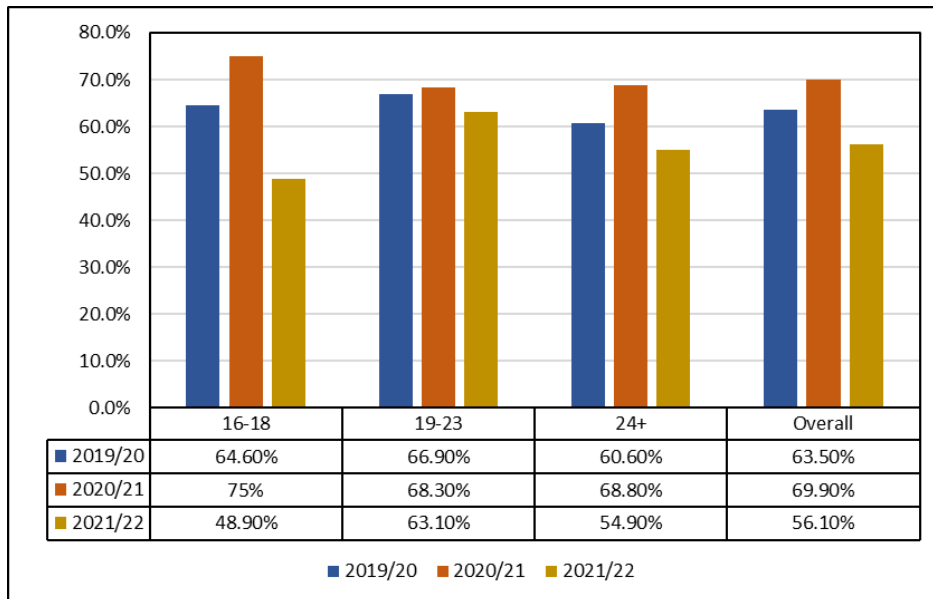
An Education, Health and Care Plan (EHCP) is for children and young people aged up to 24 who need more support than is available through special educational needs and disability support. An EHCP identifies educational, health and social needs and sets out the additional support to meet those needs.

- The 2021/22 achievement rate for students with high needs/EHCP plans has seen a noticeable decline in comparison to the previous year of 2020/21.
- High needs/ EHCP students from the 19+ year olds category have consistently achieved higher than the high needs/EHCP students from the 16-18 category although the overall achievement of our high needs/EHCP students has seen a decline.

Children Looked After & Care Leavers

At Leeds City College, during 2021/22, there were 266 students that had the status of Care Leavers (CL) or Children Looked After (CLA). It is recognised that Children Looked After and Care Leavers were particularly impacted by the Covid-19 pandemic and the college has been working closely with Leeds City Council Virtual School and Leeds Care Leaver service to support this group of students.

Table 7: Three-year apprentice achievement data by age



- Achievement for apprentices of all ages has declined in 2021/22 with outcomes for 16-18 year olds declining at a greater rate. Numbers of 16-18 year old apprentices have not recovered since the pandemic.

9. Destinations

The college collects destination data of our leavers in line with the Education and Skills Funding Agency (ESFA) and Department for Education requirements i.e. within two months for initial destination and again at nine months after completion for sustained destination, therefore data for 2020/21 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 paid employment-looking for work and not in paid employment-not looking for work.

Table 8: Destinations by gender (percentage and headcount)

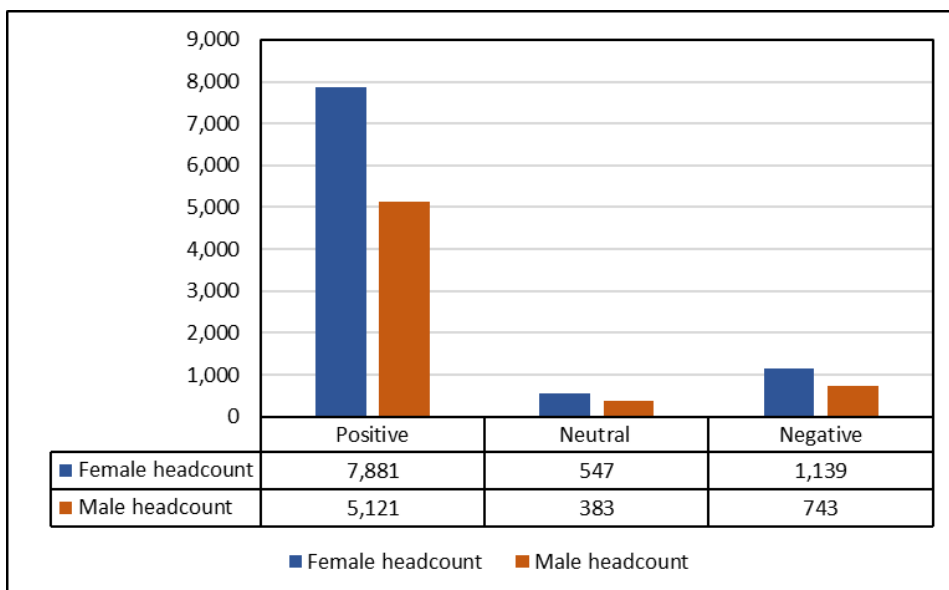
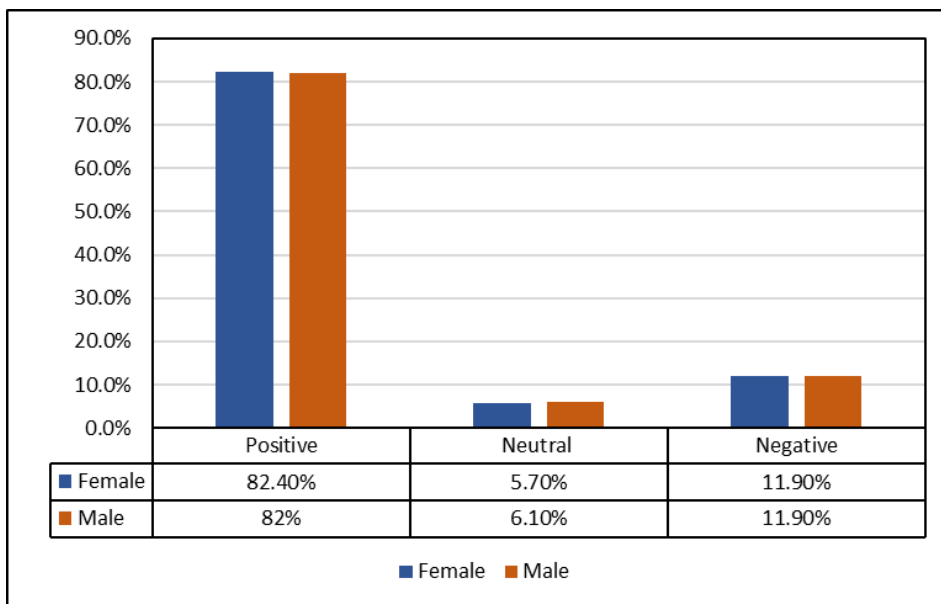
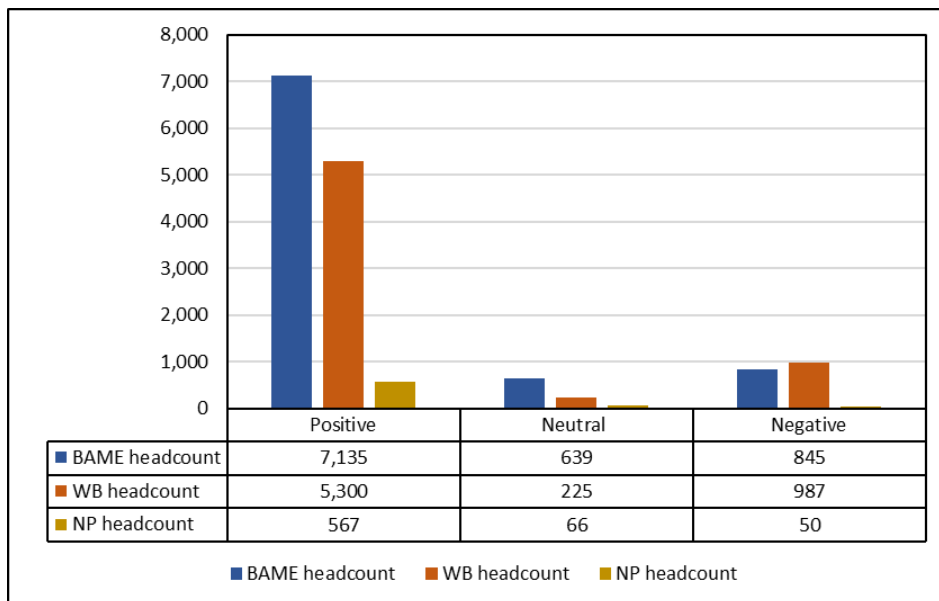
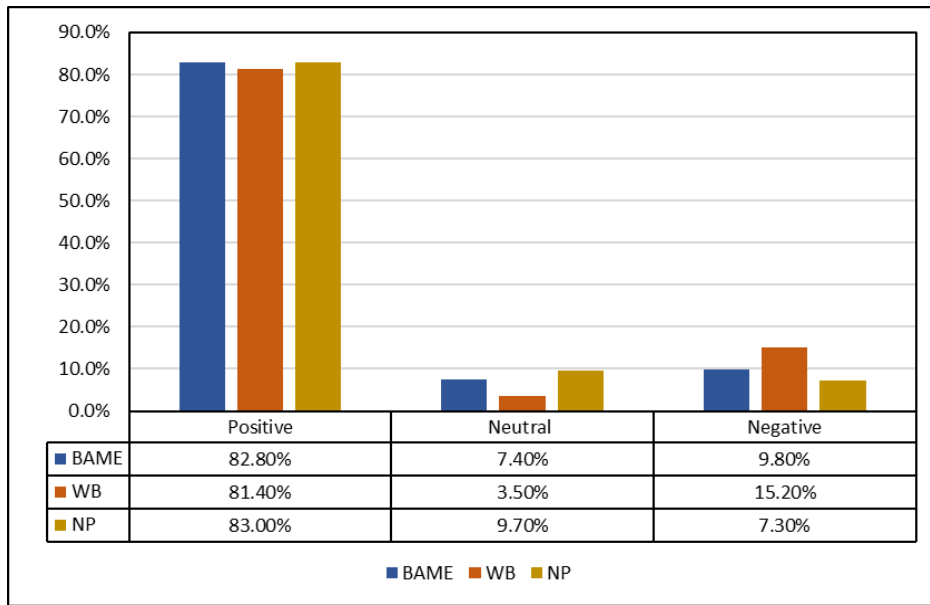


Table 9: Destinations by ethnicity (percentage and headcount)



There is negligible difference between males and female students progressing onto positive destinations and the same with regards to the risk of progressing onto negative destinations. Our students identifying as minority ethnic are more likely to progress to positive destinations than their White British counterparts, a change from the previous year.

In comparison to 2020/21 (see data table below) both males and females have significantly reduced their risk of progressing onto negative destinations, however the college did not formally report on students' destinations for 2020 leavers due to the Covid-19 pandemic.

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

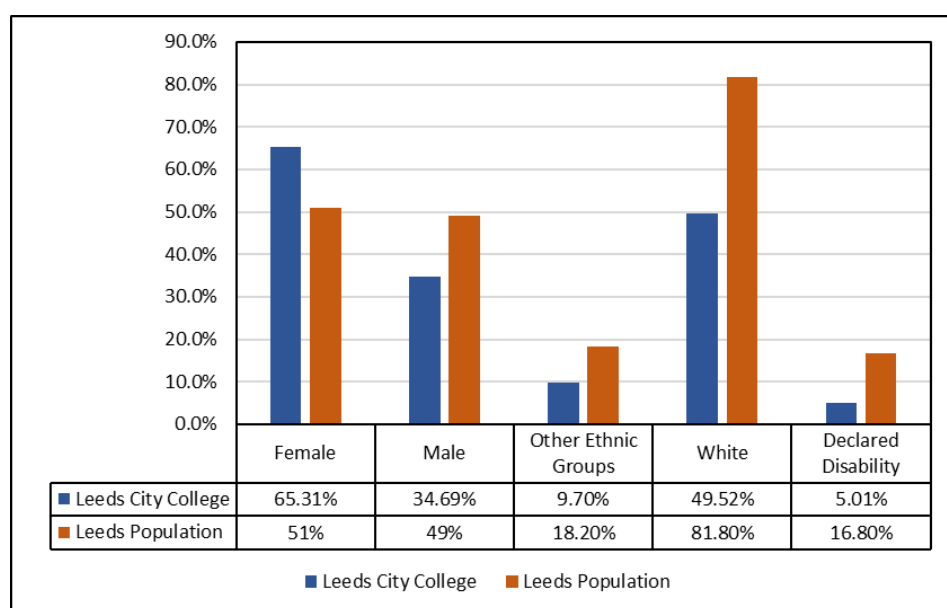
The above data is collated from the 2020/21 EDI Annual Report.

Our Staff

10. Staff data

The staffing data has remained largely unchanged over the last three years including staffing numbers during 2021/22. The lower number of staff declaring a disability and the gap in recording ethnicity, indicates that data collected is still a work in progress and as such, not complete. The number of staff with declared disabilities is significantly below the Leeds population as is the case with the number of ethnic minority staff.

Table 10: Staff data broken down by equality characteristic compared to local and national data



- There has been a slight decrease in the number of ethnic minority staff employed.
- Leeds City College has a significantly higher proportion of female staff, which is consistent with employment patterns in the FE sector.
- There are significantly fewer staff from minority ethnic backgrounds employed at college than the local population demographic.
- There are significantly fewer staff with declared disabilities employed than the local population demographic (1.35% fewer than in 2020/21).

Table 11: Staffing Data by contract type

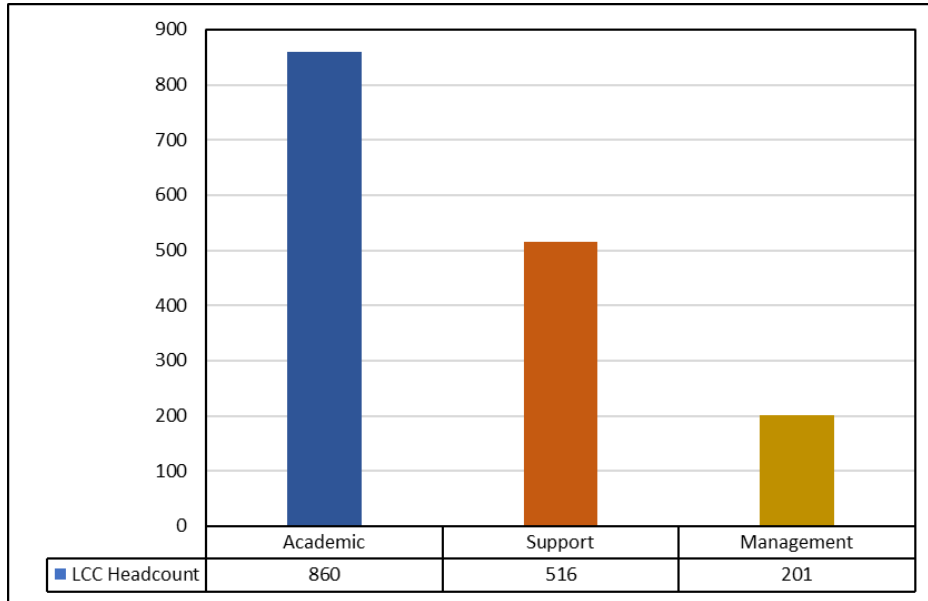
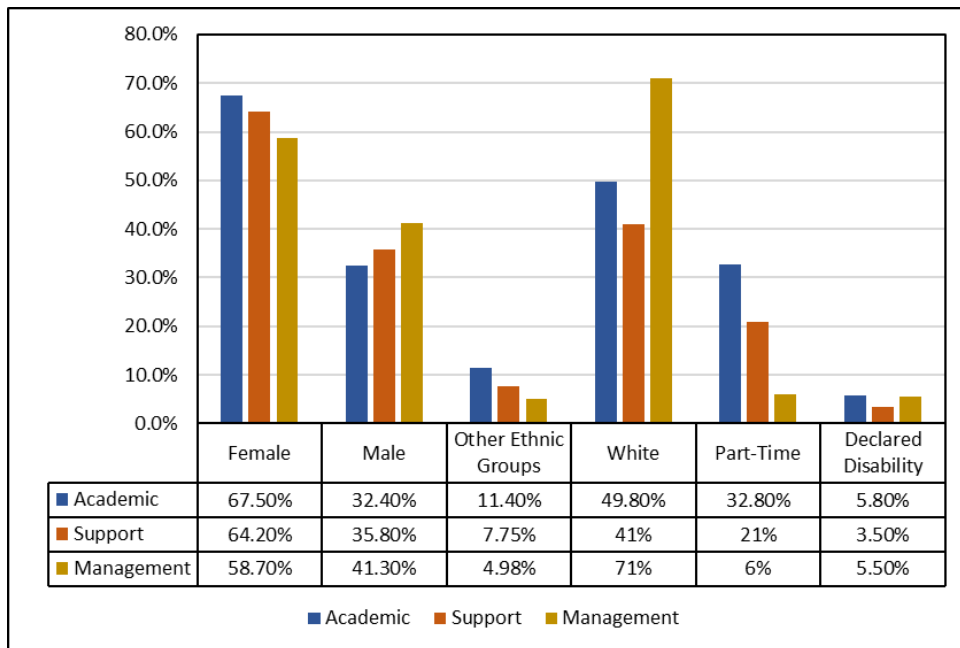
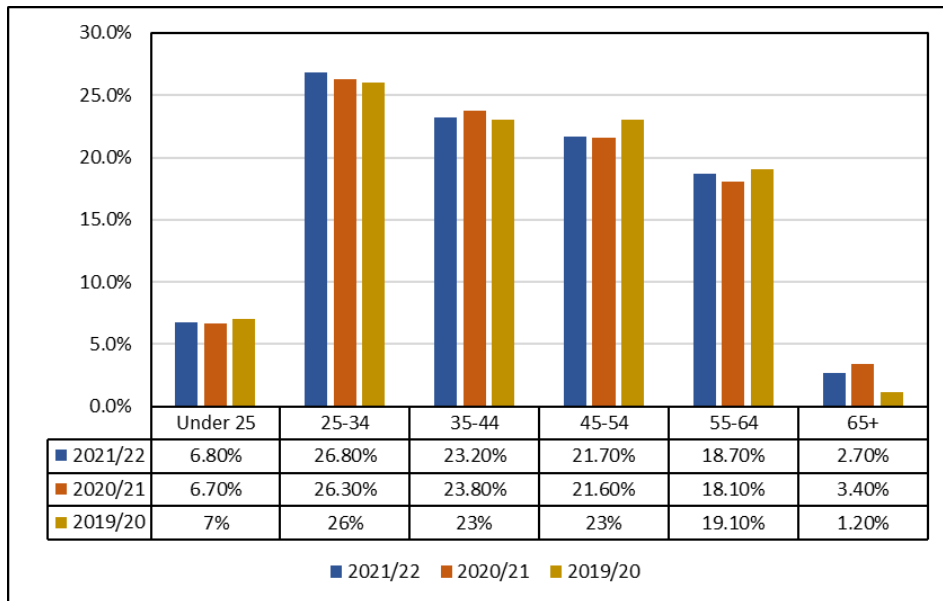


Table 12: Staff data broken down by equality characteristic and contract type



- There is no significant variation in contract type by gender, other than management roles where the female / male balance shifts to 59%/41%.
- Ethnic minority staff are under-represented at all levels of the organisation and more so in management roles (4.9%).

Table 13: Staff Profile by age (three-year data)



- The age profile of staff has seen a slight decrease in the number of workers aged 25 and under and in the number of workers aged 25-34. There has been a decrease in the number of workers aged 65+, down -0.7% from the previous year but still 1.5% higher than in 2019/20.

Table 14: Three-year staff starters and leavers

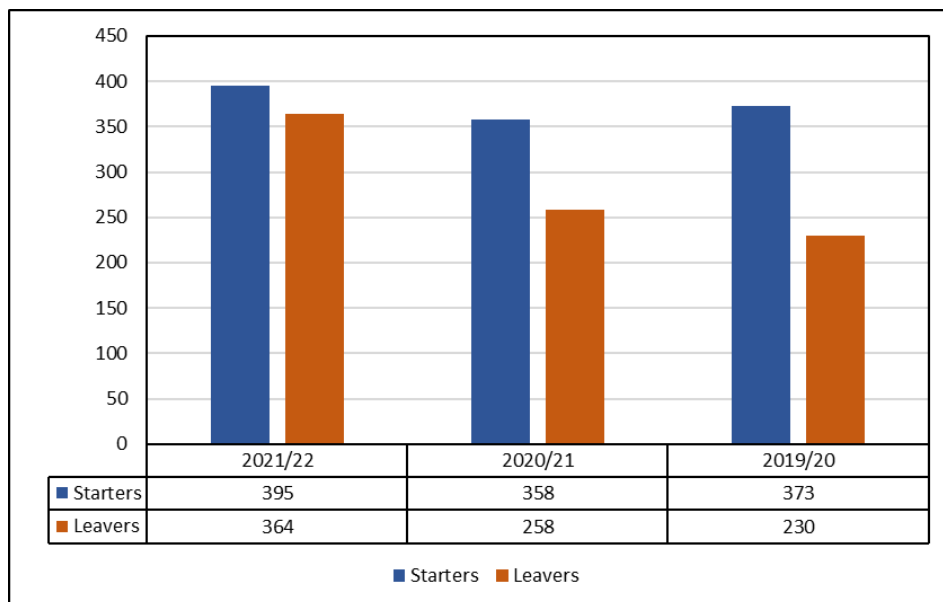
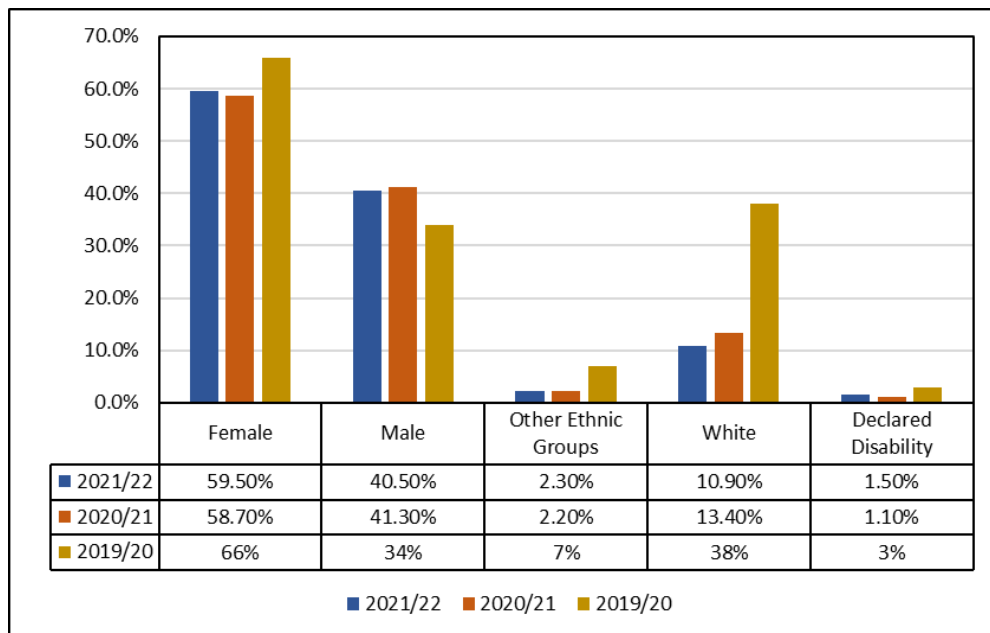


Table 15: Starters by characteristics (three-year data)



- Over the past three years LCC has continued to grow with the number of starters increasing year on year.
- Staff turnover remains high and has seen an increase to over 41% from 2020/21 to 2021/22.
- Alongside a general decline in recruitment, there has been a significant decline in the number of staff recruited from an ethnic minority background..
- There has been a slight increase in the number of female staff recruited and decrease in the number of male staff recruited compared to 2020/21.
- There has been an upward trend where we have seen an increase of 6.5% in the number of male starters from 2019/20.

The collecting of data from staff about protected and equality characteristics remains an issue.

11. Staff Survey Results

The staff across the FE Colleges on a yearly basis receive a staff survey. During 2021/22 the survey was split into 10 categories; wellbeing, innovation, development, operations reputation, communication, culture, organisation, leadership and demographics. The survey is anonymous and managed by an external agency.

Staff from Leeds City College, Harrogate College, Keighley College and Luminare Services were asked a number of questions and highlighted some key themes that are linked to EDI.

- 90% of respondents felt the organisation's commitment to equality, diversity and inclusion is embedded in the organisation's culture.
- 68% of respondents felt there was an opportunity for career progression within the organisation.
- 90% of respondents felt there were treated fairly and with dignity and respect in the organisation
- 91% of respondents felt comfortable to be able to contribute their ideas and opinions in the workplace.
- 90% of respondents felt that they knew where to get support when they needed it.
- 96% of respondents felt they worked effectively with their team and they supported one another as a team.

No analysis of survey results by equality characteristic was available. Equality data was collected as part of the survey.

Key Projects 2021/22

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

12. 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 including:

- Consultation on the Race Equality Roadmap began in 2021. The consultation was open to all staff members who contributed via 1-1 conversations, surveys, email feedback and group discussions.
- 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.
- 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 and we are now working with an external partner, Black Leadership Group, who are nationally recognised as influencers of positive cultural change within the FE and HE education sector including, in recruitment.

13. Staff Forums

Leeds City College promotes and participates in the five Luminate Equality Forums which are the:

- Disability and Neurodiversity (DAN) forum
- Lesbian, Gay, Bisexual and Trans + (LGBT+) forum
- Race Equality forum (REF)
- Women's forum
- Working Carers forum

The forums are staff led by colleagues from across the wider staff community and supported by the central EDI team, building connections across the group. The forums are networks and listening posts to capture and discuss EDI issues in safe spaces. Forum chairs are members of the EDI committee so members can put forward their views and influence decision making through the EDI committee.

Examples of forum activity include:

- Disability and Neurodiversity (DAN) forum members changed the role of chair so workload is distributed, however membership continues to be low across the group.
- LGBT+ forum worked around on Bi inclusion, and activities included book and film recommendations; developing a microsite; a Pride video; supporting a school establishing a student forum; and establish joint opportunities and network of LGBT+ educators.
- Race Equality Forum led a month-long celebration including an 'Untold Black British History' conversation. The forum changed its name to the Race Equality forum from BAME forum in February and focused on the consultation and creation of the Race Equality Roadmap.
- The Women's forum was launched after International Women's Day and provides the space and opportunity to share experiences, discuss issues, learn and connect with other women across the group. The forum is open to anyone who identifies as female or non-binary.
- The Working Carers forum was launched to provide support and signposting for staff. Two training sessions ran on Dementia and supporting mental health for working carers and confidential 1:1 sessions offered with an external organisation.

14. Race Equality Mentoring Programme and CPD

The Equality Team and the Race Equality staff forum set up a pilot mentoring scheme to support leadership and development opportunities to inspire a diverse new generation of leaders. Participation included Leeds City College colleagues who identify as from minority ethnic groups. 80% of the mentees either agreed the programme had supported them to move towards their career aspirations.

15. EDI Champions

All departments at Leeds City College are represented at the Luminate EDI Champions network which brings speakers with lived experience on a range of topic which included Windrush generation; Gypsy Roma Traveller communities; invisible disability; living with Asperger's; the impact of war in Ukraine; sexual harassment and violence; and Islamophobia. Meetings are hybrid to facilitate participation.

EDI Champions are active members and allies, who advise departments and promote awareness of EDI issues, build knowledge around EDI and drive engagement in EDI actions. Champions share experiences and best practice across the group and also help to foster good relationships between staff and students.

Partnership work and stakeholder engagement

The 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.

Recommendations

1. Increase awareness of declaring equality characteristics for students and staff and a system for collecting this data across the academic year. A specific focus on improving the recording of gender identity to gain insight to further improve the experience within the college community at Leeds City College.
2. Develop targeted interventions around progression to improve the destinations of all students at Leeds City College, recognising a decline in positive progression for students identifying as White British
3. Work with the Learning and Organisation Development team at Leeds City College to improve the analysis of the staff survey by protected characteristic giving greater insight into staff equality experience
4. Invest in a deep dive into the disability and neurodiversity needs of its staff and student body and to develop a disability toolkit for staff and students with an ambition to ensure all classrooms and work environments are making appropriate adjustments for neurodiversity.
5. Develop an inclusive recruitment strategy to encourage a staff profile that reflects the local and student population demographics.
6. Create a portfolio of the key work being undertaken throughout the academic year by Leeds City College in relation to its EDI agenda and to understand the impact and outcomes of the activity and actions.
7. Continue to champion the work with the Race Equality Forum with the view to delivering on the five key ambitions of the Race Equality Roadmap.

8. Further develop and rollout the Leeds City College mentoring scheme to include the other staff forums and the creation of a reverse mentoring scheme for Minority Ethnic staff and staff with disabilities to support progression to more senior positions.