Equality Information Report 2014-15

January 2016

Contents

1   Introduction

Welcome to the fourth Equality Information Report for Leeds City College, which sets out how we are meeting our duties under the Equality Act 2010.

It also provides a summary of headline equality and diversity data for 2014/15 and an overview of our key achievements, activities and actions over the last year in relation to both staff and learners. Whilst we acknowledge that there is still more work to be done, we believe that we have made good progress during 2014/15 in embedding equality and diversity into the core business activities of the College.

2   About Leeds City College

Leeds City College is one of the largest college's in the UK, enrolling more than 45,000 learners each year. Adults represent 83% of the college's student population.

We provide a vibrant, multicultural learning environment, delivering excellent and innovative education which is supportive, inspiring and life changing.

Our courses cover almost all subject areas and include full and part-time academic and vocational qualifications through from basic skills to apprenticeships and A Levels to Foundation Degrees. There is something to suit the needs of everyone from pre and post 16-year-olds to adult learners, employers and businesses.

Leeds City College operates out of six main campuses – Horsforth, Joseph Priestley, Keighley, Park Lane, Technology and Printworks – as well as having provisions in several smaller community centres across the region.

The college annually delivers over £80 million of training to learners across a range of vocational subjects in all 15 sector skill areas, including cutting edge training programmes which meet industry demands and deliver critical skills sought by employers to advance the skills of the workforce and achieve organisation growth.

The mission of the college is:

'To be recognised as an exceptional College providing life changing skills and experiences for individuals, businesses and communities'.

3   About Leeds

Leeds is the UK's third largest city. It's a modern and diverse city and is one of the fastest growing in the UK. Over the last ten years, the population of Leeds has grown and changed due to more people coming to live and work in our city, more children being born and people living longer.

The most recent census (2011) indicates that Leeds has a population of 751,500 people living in 320,600 households, representing a 5% growth since the previous census of 2001. Leeds has a relatively young and dynamic population and is an increasingly diverse city with over 140 ethnic groups including black, Asian and other ethnic-minority populations representing almost 19% of the total population compared to 11% in 2001. Analysis of the Government's Index of Deprivation shows an overall improving position for Leeds between 2004 and 2010 when compared to the rest of the country, with fewer areas in the city ranked in the most deprived 10% nationally on the Index of Multiple Deprivation.

4   Embedding equality into the organisation

We recognise that developing and implementing our equality ambitions requires the College to have robust quality systems and processes in place. Our equality objectives and targets provide a clear focus for our activities and a framework for monitoring performance. Our main documents for driving improvements are:

- Equality Objectives
- Equality and Diversity Action Plan
- Self-Assessment Reports and Equality Improvement Plans (EIPs)
- Equality Analysis

Our Equality and Diversity Committee meet twice termly to review progress against our equality objectives and action plan. The Committee is Chaired by the HR Director and attended by a Governor. Both are senior Equality Champions who play a key role in ensuring that there is a visible leadership commitment to equality and diversity at the college.

The college has a strong network of Equality Champions who actively promote equality and diversity across the college and drive the agenda forward within their departments. We also have a number of staff and learner equality forums, which feed into the wider college infrastructure and ensure that the voice of minority groups is heard.

5   Eliminating unfair discrimination

We are committed to building an inclusive and safe learning and working environment where the values of respect and tolerance are at the heart of college life. To help us achieve this, we have adopted a zero tolerance approach to any form of discrimination, bullying or harassment in our learning or workplace environments.

5.1　　　Feeling safe

The College has robust systems and procedures in place to protect learners and staff from bulling and harassment. Learner feedback from the end of term survey 2014/15 for full-time learners indicated that 96% of learners felt safe and 94% believed they were treated fairly and with respect by staff. Some of the activities that have helped us to build a safe and inclusive college community are listed below:

- We expanded the online 'report it' button to include safeguarding concerns and promoted it widely to learners
- Collaborated with the Student Union to deliver an anti-bullying poster competition where the winning posters were displayed across all college campuses
- Worked in partnership with Barnado's to deliver workshops on tackling homophobic, biphobic and transphobic bullying
- Delivered a number of anti-bullying workshops as part of the Stay Safe Campaign

6　　　Advancing equality of opportunity

At Leeds City College, we believe that diversity is a strength and source of innovation and creativity. We are committed to promoting equality and diversity across our learner and workplace environments and actively support the development of strong, productive relationships between members of our college community. In 2014/15, we were engaged in a range of activities to actively support our commitments in relation to equality and diversity. These are outlined below:

- Self-Assessment Report (SAR)[1] process amended to include a range of equality and diversity indicators
- All departments required to analyse performance data by protected group and set at least three evidence based equality actions, which are monitored at quarterly performance reviews.
- SAR workshops delivered for Heads of Department on how to set SMART equality actions
- Mandatory equality and diversity training commissioned and delivered for College Management Team
- Equality Champions trained to deliver equality and diversity workshops to curriculum and support staff
- Mandatory face-to-face equality and diversity training rolled out to all staff
- Worked in partnership with Barnado's to deliver the Positive Identities Programme, which has helped build capacity to tackle homophobic, biphobic and transphobic bullying

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[1] Each department at the college completes an annual self-assessment report, which evaluates their performance for the previous year against the Ofsted Common Inspection Framework.

- Hosted a Science, Technology, Engineering and Mathematics (STEM) ambassadors event to promote job opportunities for women and BME learners
- Student equality forums for race, disability and LGBTQ established and linked into student voice framework
- Delivered college-wide campaigns such as cultural awareness week, LGBT History Month, anti-bullying initiatives and mental health and disability awareness
- Delivered high profile anti-bullying campaign and poster competition where the winning entries were made into posters and banners and displayed across the college
- Established a faith advisory group at Keighley campus
- Created a dedicated page for equality and diversity as part of the Google plus staff community group where staff share resources to promote best practice
- Equality and diversity themes integrated into tutorials and actively promoted during student induction
- Prevent and British values embedded into the student enrichment programme
- Displays in libraries celebrated and promoted national equality events, such as Black History Month, LGBT History Month, disability awareness week
- Internal Mediation Service established

7   Equality Objectives

The college has set equality objectives based on the key equality issues identified from an analysis of our equality data and engagement with stakeholders.
The overarching equality objectives for learners and staff are:

- Narrow gaps in headline success rates between different groups of students.
- Narrow gaps in headline success rates between different groups of Apprentices.
- Increase participation and retention of female learners in gender stereotypical curriculum areas.
- Ensure that student satisfaction rates, as evidenced through student surveys, are as high for students with protected characteristics as those without.
- Promote equality for our workforce.
- Improve data collection.
- Develop a safe and inclusive working environment.

The equality objectives are underpinned by an equality action plan, which is refreshed annually. Progress against the objectives is reported to the Equality and Diversity Committee on a termly basis. Our objectives are subject to regular review and are updated to reflect any changes. An update on our progress against these objectives is summarised in sections 8.5 and 9.13 below.

8   Our Learners

Our learners are drawn from a range of backgrounds and local areas, which creates a rich and diverse student community and learner environment. The data in this section of the report provides an analysis of both our learner profile and our learner outcomes by protected characteristics.

8.1   Learner Profile

8.1.1   Ethnicity
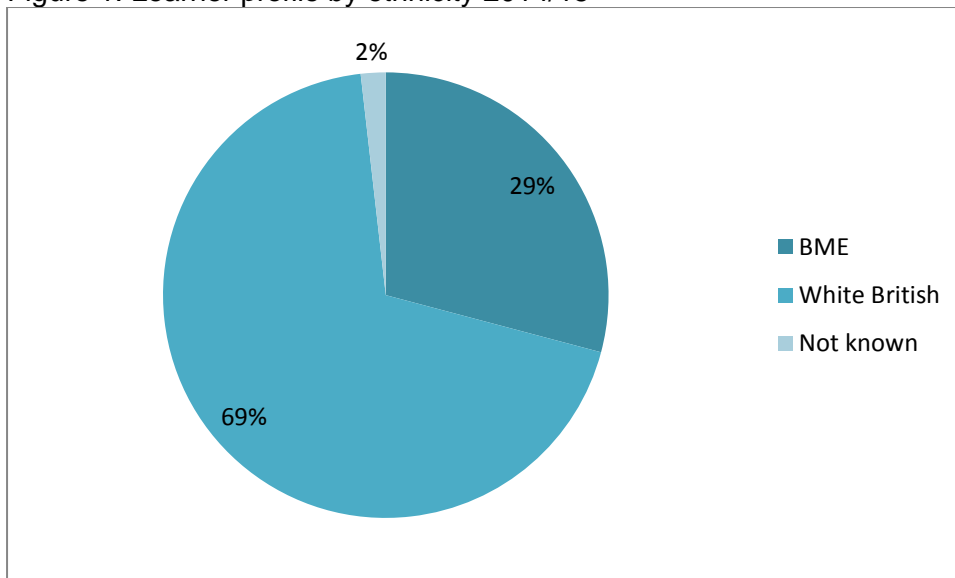
Figure 1: Learner profile by ethnicity 2014/15

Figure 1 indicates that the college continues to recruit well from the local population. Enrolments of BME learners were consistently high (29%) in 2014/15 and significantly above that of the local population, which was 18.9% in 2011. It is worth noting that the learner profile for ethnicity has remained stable for the last 3 years.

There was a significant rise in the proportion of BME work based learners in 2014/15. BME learners in this cohort increased from 28.8% in 2013/14 to 50.8% in 2014/15. The percentage of BME Apprentices also grew from 27% in 2013/14 to 33.7% in 2014/15.

8.1.2 Gender

Figure 2: Learner profile by gender 2012/13-2014/15
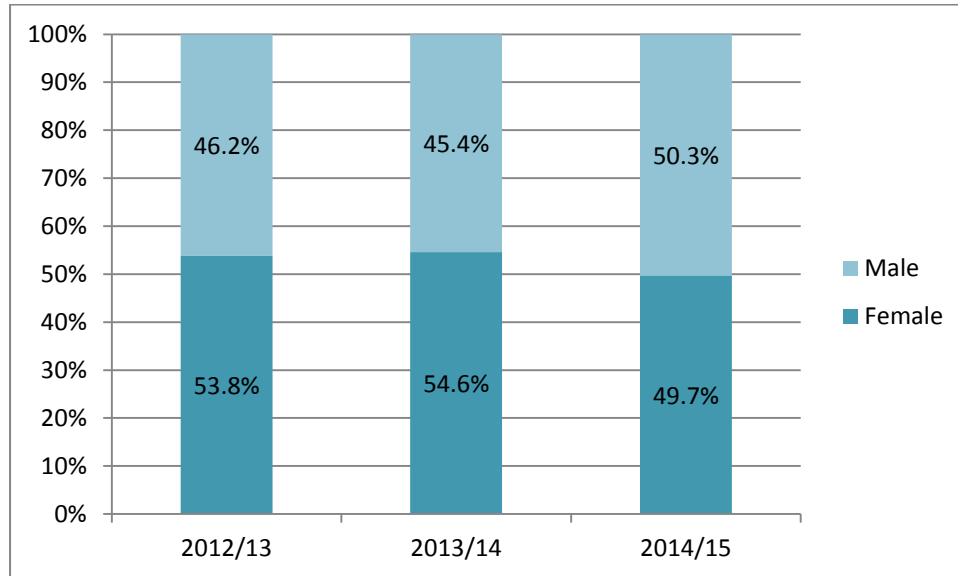
The gender mix for all learners remains fairly balanced year on year, although the ratio of male to female learners has shifted slightly in the last year with a higher volume of males compared to females.

There remain some patterns of stereotypical recruitment, e.g. males in construction and engineering, females in hairdressing and beauty. The college has set equality objectives and actions to address this issue and encourage the participation of males and females in gender stereotypical curriculum areas. We are also working in partnership with WISE (Women into Science, Engineering and Construction) to promote the engagement and retention of female learners in STEM subjects.

The gender profile for work based learners declined from 54.7% in 2013/14 to 39.1% in 2014/15. This reversed the previous trend of a growing cohort of female work based learners. The proportion of female Apprentices stayed about the same with a slight decline from 56.4% in 2013/14 to 53.6%.

8.1.3   Disability

Figure 3: Learner profile by disability 2014/15
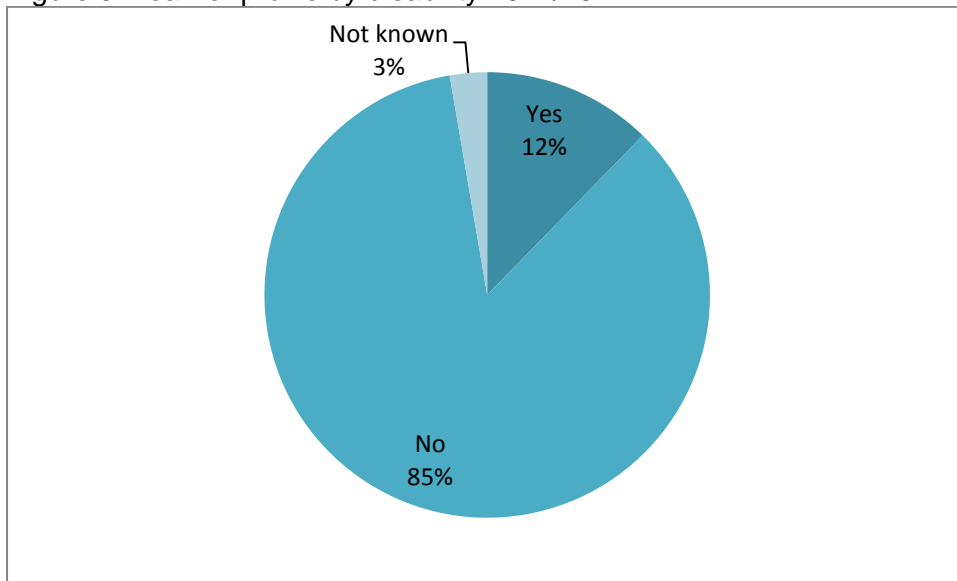
The percentage of learners declaring a disability has increased year on year with 12.3% of learners disclosing a disability in 2014/15 compared to 11.4% the year before.

However, the numbers of work based learners and apprentices who declared a disability remained very low in 2014/15 (2.5% and 1.2% respectively). This trend has remained the same for several years. The college will set an action to address this ongoing issue.

8.1.4   Age

Figure 4: Learner profile by age 2014/15
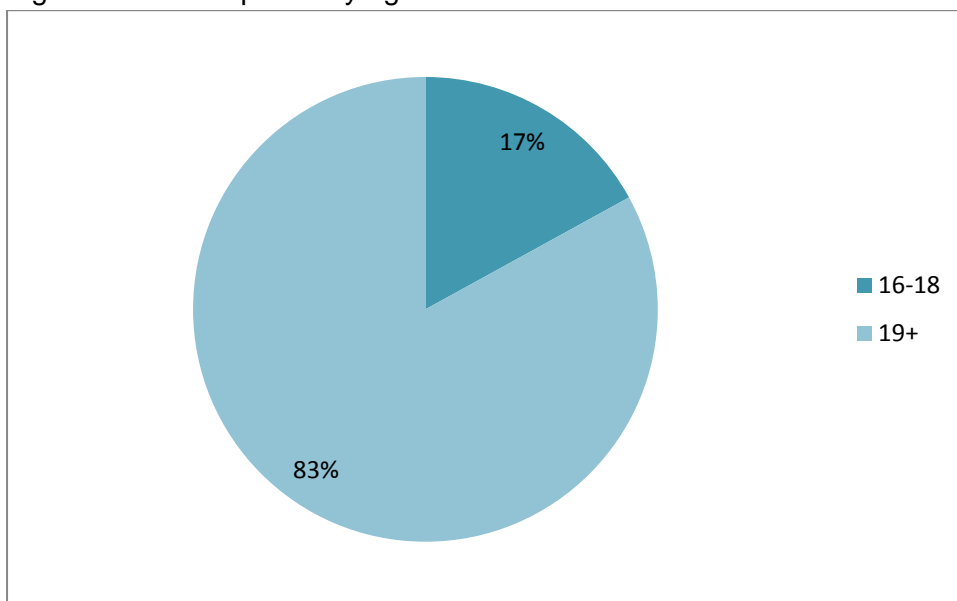
Our learner population remains largely adult with a slight growth in this cohort from 81.4% in 2013/14 to 83% in 2014/15. The 16-18 year old cohort made up 17% of the learner population in 2014/15. Apprenticeships saw a growth for 16-18 year olds during 2014/15.
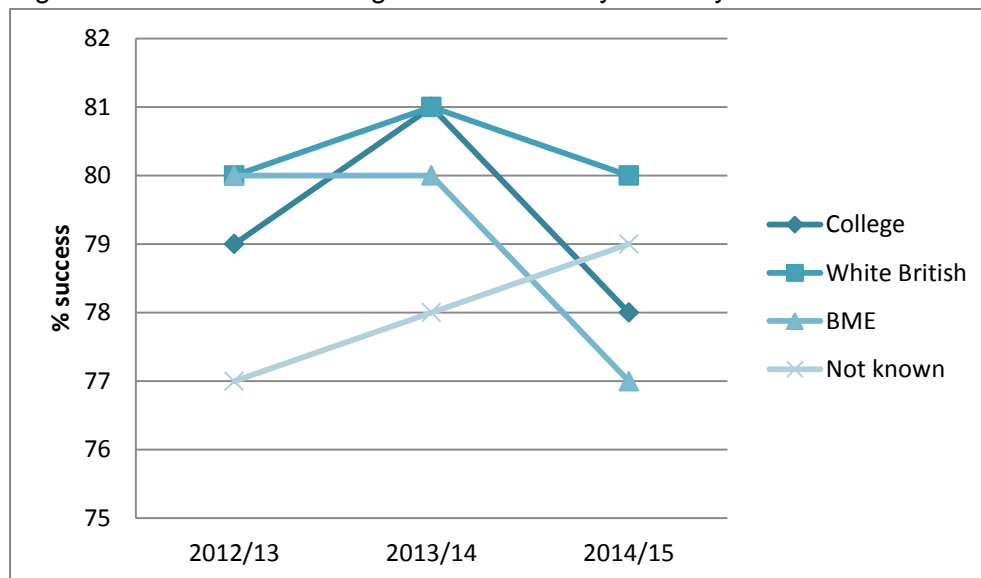
8.2 Learner Outcomes

8.2.1 Ethnicity

Figure 5: Classroom learning success rates by ethnicity 2012/13 – 2014/15

In 2014/15, overall success rates of classroom based White British learners was 79.5%, a slight decrease on the previous year. However, overall success rates declined by 3% during the same period for BME learners, which widened the performance gap between the two groups from 1% in 2013/14 to 3% in 2014/15. There was no gap in the overall success rates of the 16-18 year old cohort but the success of BME adult learners declined by 4% in 2014/15, widening the gap between White British and BME adult learners from 4% in 2013/14 to 7% in 2014/15.

Chinese learners performed better than their peers at 86.6%. The poorest performing cohort were Gypsy/Irish Traveller learners, success rates being 20% below the success rates for White British learners at 59.5%; however, it should be noted that overall numbers for this group were very small. Other gaps in performance included the success rates of Caribbean learners which were 6.4% below those for White British learners at 73.1%, Other Mixed learners at 7.3% below White British learners at 72.2% and 71.9% for White/Black Caribbean learners 7.6% below the success rate of White British learners. Actions have been set at both a college-wide and departmental level to address performance issues for these groups.

The overall success rate of BME apprentices was 22% lower than for White British apprentices, significantly widening the gap on the previous year. This was due to the poor performance of the college's subcontracted provision. The team have established a designated Task and Finish group, which is reviewing equality and diversity within the Apprenticeship provision.

In contrast, the success rate for BME work place learners was 96% compared to 80% for White British work place learners. Both groups of work place learners have shown an improvement since 2013/14, but this is most evident for learners from BME backgrounds.

8.2.2 Gender

Figure 6: Classroom learning success rates by gender 2012/13 – 2014/15
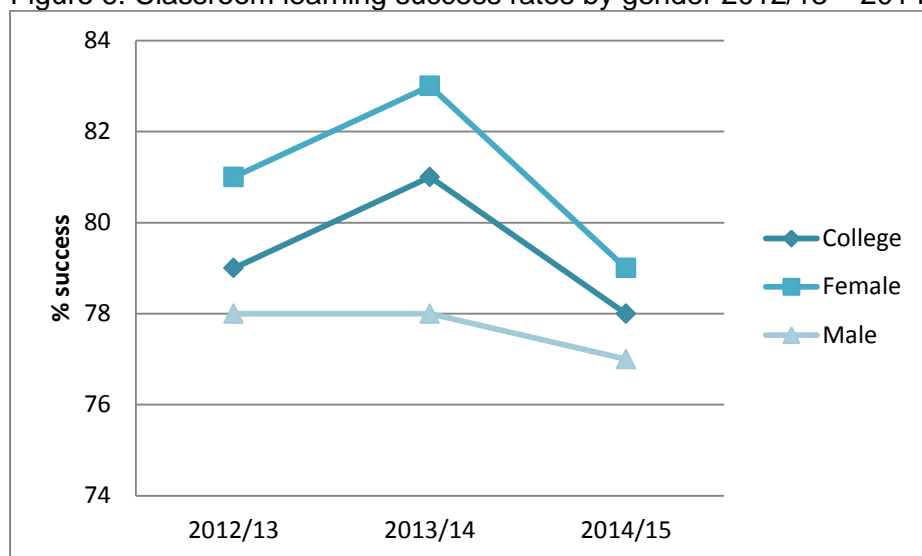

Success rates for both male and female students at the college have declined on the previous year and are below national rates. However, the gap between male and female success rates has narrowed from 4.2% in 2013/14 to 2.4% in 2014/15 with female learners performing better than male learners. Both male and female adult learners performed much better than 16 to 18 year old learners, though both remained below the national rates. There is a declining three year trend in the success rates of male and female students aged 16 to 18, with performance for these cohorts well below the national rate and the overall success rate for the college.

Female apprentices performed slightly better than male apprentices in 2014/15, although overall success rates for both groups fell significantly. In work place learning, performance improved for both males and females but the gap for overall success widened to 13% with males performing better than females. The College has set an equality objective to narrow the gap in success rates between male and female work place learners.

8.2.3 Disability

Figure 7: Classroom learning success rates by disability 2012/13 – 2014/15
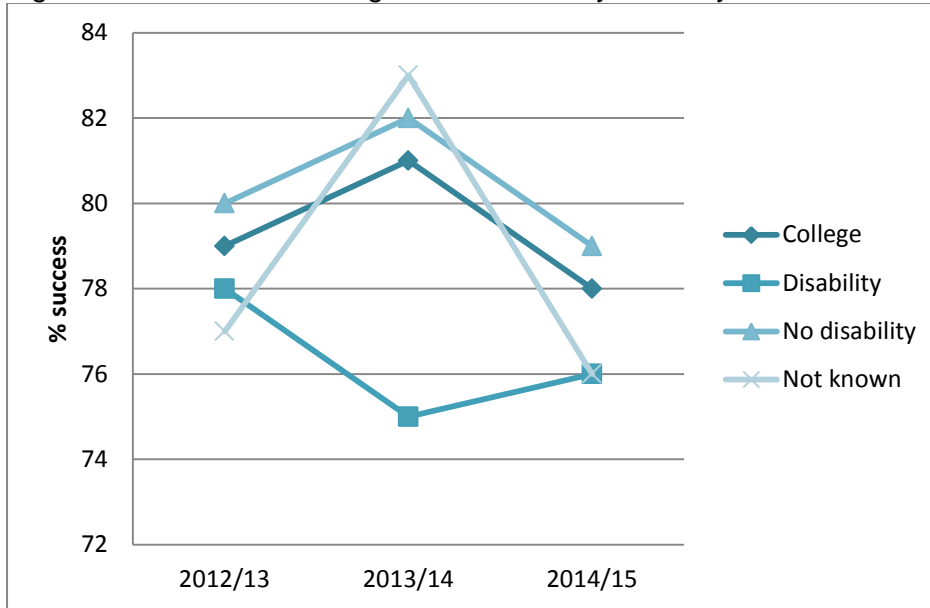
Due to an increase in retention, the college has been successful in narrowing the performance gap of learners with a declared disability/difficulty and those without to 3.4% from 7.2% in 2013/14, though there was an increase in the volume of not known where both retention and achievement rates have declined. For learners with a declared disability/difficulty, success rates for adult learners were 7% higher than for 16 to 18 year olds.

Of the very low numbers of apprentices with a declared disability/learning difficulty in 2014/15, their success rates were 4% higher than for apprentices without a disability. Conversely, the trend for work place learners with a declared disability performing better than learners without a disability was reversed in 2014/15. Overall success for work place learners with a disability was 29% below learners without a declared disability.

Actions to narrow the gap between work place learners with a disability and those without a disability are in place.

8.2.4   Age

Figure 8: Classroom learning success rates by age 2011/12 – 2013/14
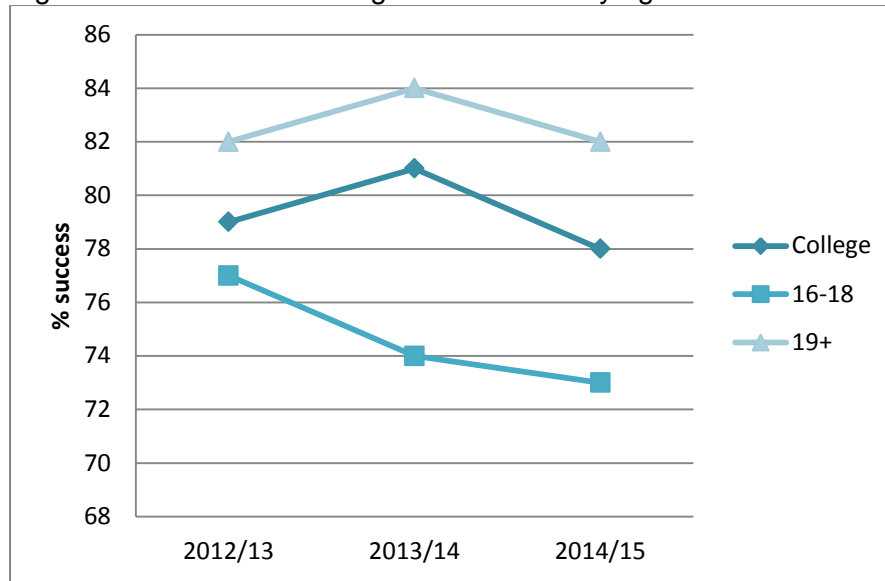
Success rates for both adult and 16 to18 year old learners have declined on the previous year and are below national rates. There is a declining three year trend in the success rates of 16 to 18 year old learners, with performance for this cohort well below the national rate and the overall success rate for the college. 16 to 18 year old learners continue to have a lower success rate than adult learners, which reflects the national trend. The gap between adult and 16 to 18 year old learners narrowed by 1% from 10% in 2013/14 to 9% in 2014/15.

In contrast, overall success for 16 to 18 year old apprentices increased from 57% in 2013/14 to 63% in 2014/15. In the same period, overall success declined by 2% for 19 to 24 year olds and 14% for apprentices aged 25+. The achievement gap between 16 to18 year olds and those aged 25+ increased from 18% in 2013/14 to 38% in 2014/15.

For work place learners, overall success increased by 9% for 19 to 24 year olds and 15% for those aged 25+. The overall success gap between these cohorts widened to 4% with those aged 25+ performing better than their younger peers.

The College has set actions to narrow the gap in overall success for apprentices aged 16 to 18 and 25+.

8.2.5   Other groups

The College does not currently monitor learners for sexual orientation or religion and belief. An action has been set to extend the collection of equality monitoring data for learners to include religion and belief and sexual orientation.

Whilst Looked After Children and learners from deprived postcode areas are not groups protected by the Equality Act 2010, the College routinely monitors outcomes for these groups of learners because of the disadvantages they experience in the educational system.

The performance of Looked After Children and Care Leavers has declined from 71.2% in 2013/14 to 62.6% for 16 to 18 year olds, but has improved for learners aged 19+ from 65% to 68.7%. There has been a corresponding increase in the performance gap between 16 to 18 year old students classified as Looked After Children and Care Leavers and those who are not. Though narrowing, the gap for students aged 19+ still requires improvement.

Figure 9: Classroom learning success rates by deprived area 2011/12 – 2013/14
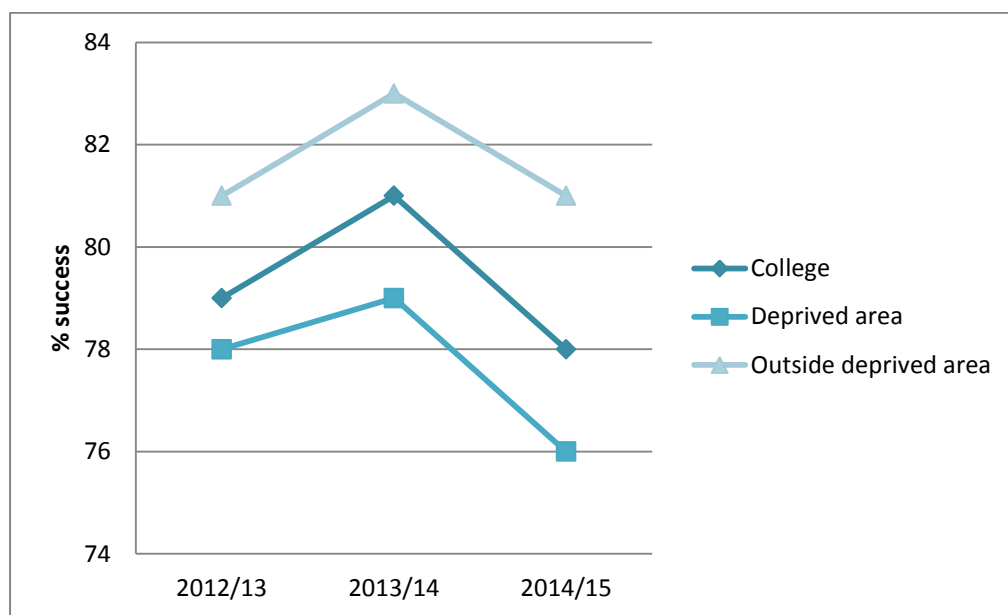
Overall success for learners from a deprived area declined by 3% in 2014/15, with the gap between learners living in a deprived area and those living outside a deprived area widening to 5% from 2013/14. Overall success for learners living in a deprived area declined by 4% for adults and 1% for 16 to 18 year olds. The gap in success rates for 16 to 18 year old learners living in a deprived area and those outside a deprived area narrowed to 4% from 5% in 2013/14. The performance gap widened to 7% for adult learners.

8.3   Learner Satisfaction

Student satisfaction surveys are carried out twice a year to assess learner satisfaction across all College functions. This information is disaggregated by protected characteristic at a College-wide and departmental level.

The results of key questions which are most relevant to equality and diversity for the

End of Year Learner Survey 2014/15 can be found in Table 1 below. The boxes highlighted in green indicate that the result is either at or above the college benchmark of 95%. Those highlighted amber are just below the college benchmark and red boxes highlight at risk indicators that require immediate attention.

Table 1: End of Year Survey for full-time learners 2014/15

	We have talked about Equality & Diversity in class	I believe that College staff treat me fairly and with respect	I believe that students treat me fairly and with respect	I understand how to raise any concerns I have about bullying and harassment	I have experienced bullying and harassment at the College	I feel safe at the College	Overall, I am satisfied with the College
Leeds City College	87	94	91	93	29	96	93
Female	88	94	90	93	30	96	94
Male	85	95	93	94	28	96	93
16-18	86	94	91	93	28	96	93
19+	89	94	90	94	31	97	94
Under 16	100	100	100	100	25	100	100
Declared	89	94	88	91	40	95	93
Not Declared	86	94	92	94	25	96	93
Not known	88	100	92	94	17	94	100
BME	87	94	92	95	30	95	93
Not Known	75	100	100	100	0	100	100
White - British	86	95	91	93	28	96	94

96% of full-time learners said they felt safe at the college

Learner satisfaction for full-time learners across the seven key equality indicators was a mixed picture. There were high levels of learner satisfaction in relation to feelings of safety. Overall satisfaction with the college was slightly down on the previous year but there were no variations between the protected groups. The majority of learners felt that they had been treated fairly by staff. Most learners also felt that they were treated fairly by other students although females and those with a declared disability scored slightly lower than other groups. The majority of learners said they knew how to raise concerns about bullying and harassment although learners with a declared disability scored slightly lower on this question. More than a quarter of learners (29%) said they had experienced bullying and harassment at the college. This increased to 40% for learners with a declared disability. This is the first time this question has been asked and there is some inconsistency between the survey results, the data held by the college and the experience of teaching staff. A task group, led by the Student Union, has been established to examine this issue in more detail and report back to the Equality and Diversity Committee with recommendations.

8.4   Bullying and harassment

The College has robust systems and procedures to protect learners and staff from bullying and harassment. Learner feedback from the end of term survey in 2014/15 indicated that learners felt very safe at the college (96%). However, the same survey revealed that 29% of full-time learners and 41% of part-time learners had experienced bullying and harassment. Clearly, these are worrying statistics and the college has responded by setting up a college-wide task and finish group to carry out further analysis and set actions to address these concerns. However, it should be noted that the results of the survey do not correspond with the data held by the college or the experience of most members of staff. Further work is required by the college to fully understand the implications of these findings.

Equality data is captured for all complaints and bullying and harassment cases and is monitored and reported to Senior Managers on a termly basis to enable identification of any areas of concern.

The bullying and harassment data feeds into the college through four main routes:

1. New on line form accessed by student intranet
2. Complaints procedures
3. Disciplinary procedures
4. Safeguarding concerns

Table 2: Reports of bulling and harassment 2014/15

Complaints	5
Disciplinary	13
Safeguarding	37
Total	**55**

There were 55 recorded incidents of bullying and harassment in 2014/15, almost 3 times as many incidents as reported in 2013-14. The increase is likely to be attributable to improved recording processes due to the introduction of a new system for documenting safeguarding concerns.

57% of cases were reported by female learners and 43% by male learners. 54% of cases were reported by 16-18 year old learners and 40% were learners aged 19+, with 6% of cases coming from 14-16 year old learners. There were therefore proportionally more 16-18 year olds reporting bullying and harassment concerns compared to the wider learner population. 69% of cases reported were by learners describing themselves as White British, and 27% of cases were by learners with a BME background. This is broadly in line with the ethnic profile for the wider learner population.

8.5 Progress against our equality objectives in 2014/15

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

- The success gap between 19+ BME and White learners widened from 4% in 2013/14 to 7% in 2014/15.
- Success rates for all ages compared to 2013/14: Bangladeshi 75.2% (equal), White/Black African 76% (- 3 points), Caribbean 73.1% (- 1 point).
- 16-18 success compared to 2013/14: Other Black 71.9% (+ 4 points), Other 69.3% (- 2 points), Pakistani 72.6% (+ 2 points), Other Asian 75.6% (- 1 point)
- 19+ success compared to 2013/14: White/Black African 78.3% (equal).
- The success gap between male and female learners narrowed from 5% in 2013/14 to 2% in 2014/15.
- The success gap between 16 to 18 year olds and adults narrowed from 10% in 2013/14 to 9% in 2014/15.
- The success gap for 19+ learners living in a deprived area widened from 3% in 2013/14 to 7% in 2014/15.

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

- Overall success is higher for apprentices with a declared disability/difficulty compared to those without for the first in 3 years.
- The success gap for male and female apprentices increased to 2% in 2014/15.
- The success gap for apprentices under 25 and those aged 25+ increased from 16.5% in 2013/14 to 32.5% in 2014/15.

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

- Representation of female learners stayed the same at 2% for engineering, increased by 4% in transport operations to 27% and dropped by 2% in ICT for practitioners during 2014/15.

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

- Using the indicator, 'Overall, I am satisfied with the college', the end of year learner survey 2014/15 suggests that there were no significant variations between different groups of learners.

9.   Our Staff and Governors

This section of the report provides an overview of our equality and diversity workforce data for the academic year 2014/15, which covers the period 1 September 2014 to 31 August 2015.

9.1   Overall workforce diversity

During 2014/15 the workforce headcount reduced from 1,577 (1,264 FTEs) in 2013/14 to 1,400 (1,153 FTEs) in 2014/15, a reduction of 11%.

Table 3: Overall workforce headcount 2012/13 – 2014/15

	2012/13	2013/14	2014/15
Employees	1,694	1,577	1,400
FTE	1,342	1,264	1,153

9.1.1 Staff Groups

As at 31/08/2015, staff were employed in the following groups:

- Academic: 43.9%
- Management: 7.5%
- Support: 48.6%

The figures are based on actual staff and not FTEs.

9.1.2 Working Patterns

The College is committed to supporting staff to achieve a healthy work life balance. We have a Flexible Working Policy, which offers all employees the opportunity to request flexible working arrangements.

Table 4: Workforce working patterns 2013/14 – 2014/15

|	2013/14	2014/15
Full time (%)	55.4	58
Part time (%)	44.6	42

Between 2013/14 and 2014/15, there was a small decline in the proportion of employees with part-time contracts at the College.

The diversity of the employees who work on a part-time basis remains largely unchanged for gender with 79% of part-time workers being women. Only 2.2% of part-time employees declared a disability in 2014/15. However, 17.3% of part-time

staff were from a BME background, which is proportionally higher than the overall workforce profile.
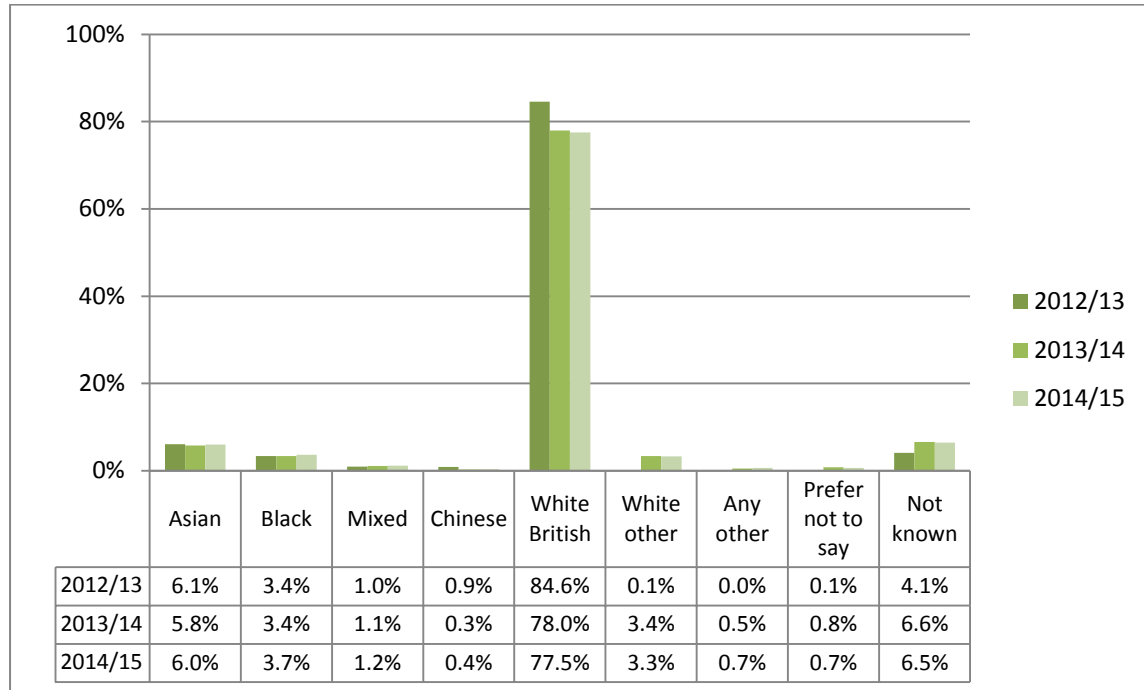
9.2   Staff Gender Profile

Figure 10: Staff gender profile 2012/13 – 2014/15

	2012/13	2013/14	2014/15
Female	66.8%	64.6%	65.0%
Male	33.2%	35.4%	35.0%
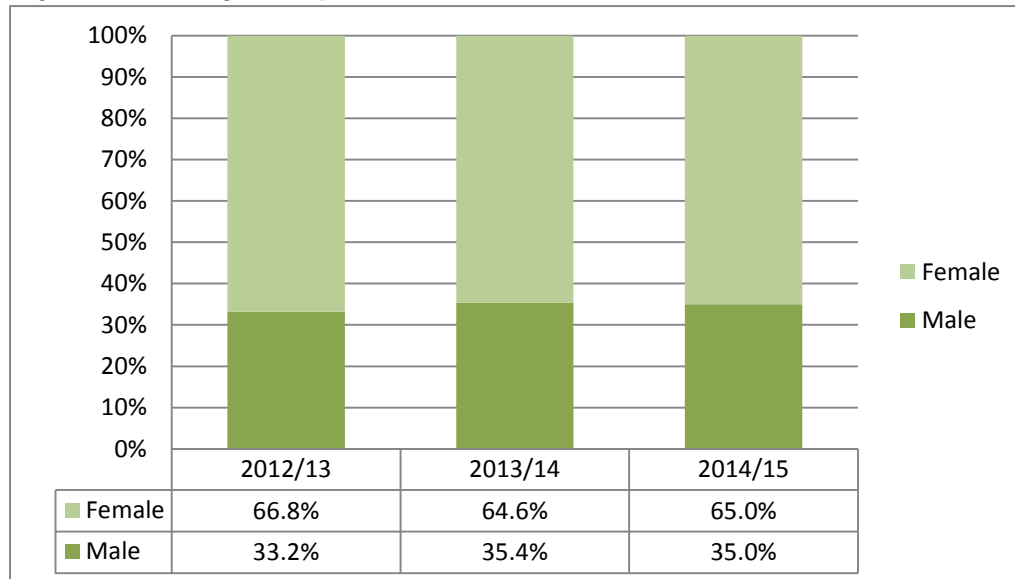
The staff gender profile at the college has remained largely unchanged in the last 3 years with females making up the majority of the workforce. The gender mix is broadly in line with the FE sector average of 64% female. However, the gender profile is not evenly distributed across the occupational groups. The proportion of female staff employed in management roles at the College is lower compared with those working in academic and support functions.

9.3   Staff Ethnicity Profile

Figure 13: Staff profile by ethnicity 2012/13 – 2014/15

	Asian	Black	Mixed	Chinese	White British	White other	Any other	Prefer not to say	Not known
2012/13	6.1%	3.4%	1.0%	0.9%	84.6%	0.1%	0.0%	0.1%	4.1%
2013/14	5.8%	3.4%	1.1%	0.3%	78.0%	3.4%	0.5%	0.8%	6.6%
2014/15	6.0%	3.7%	1.2%	0.4%	77.5%	3.3%	0.7%	0.7%	6.5%

The data indicates that the largest proportion (77.5%) of our workforce is White British. The FE sector average is 84.2%. The percentage of BME staff (including other White categories) increased from 14.5% in 2013/14 to 15.3% in 2014/15. However, this remains below the local population level of 18.9% and the learner profile of 29%.

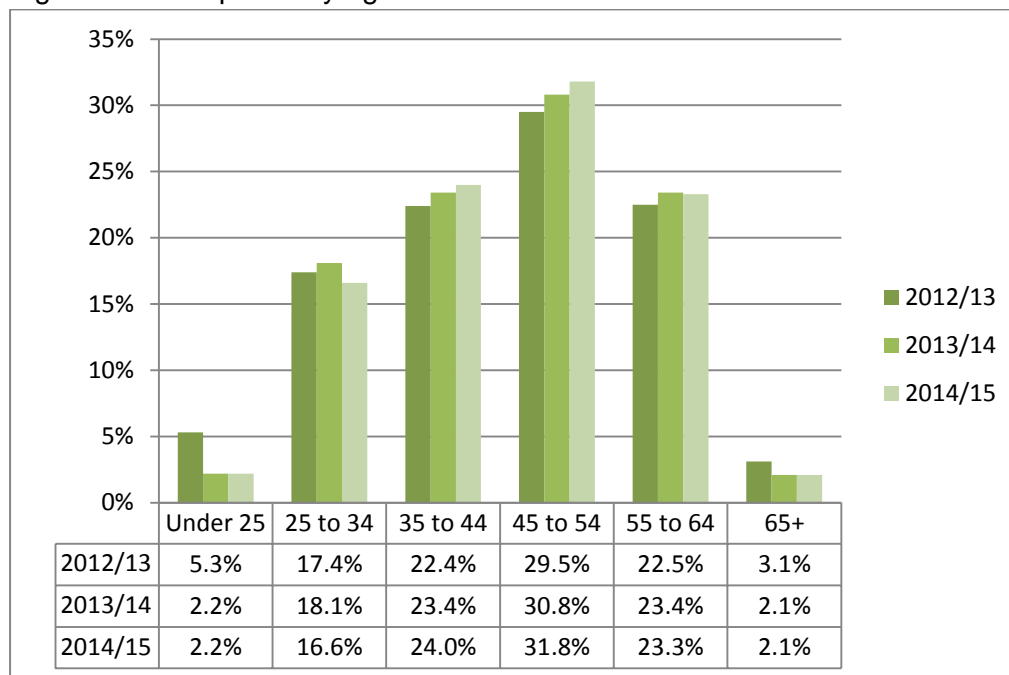Figure 14: Ethnicity by occupational category 2014/15

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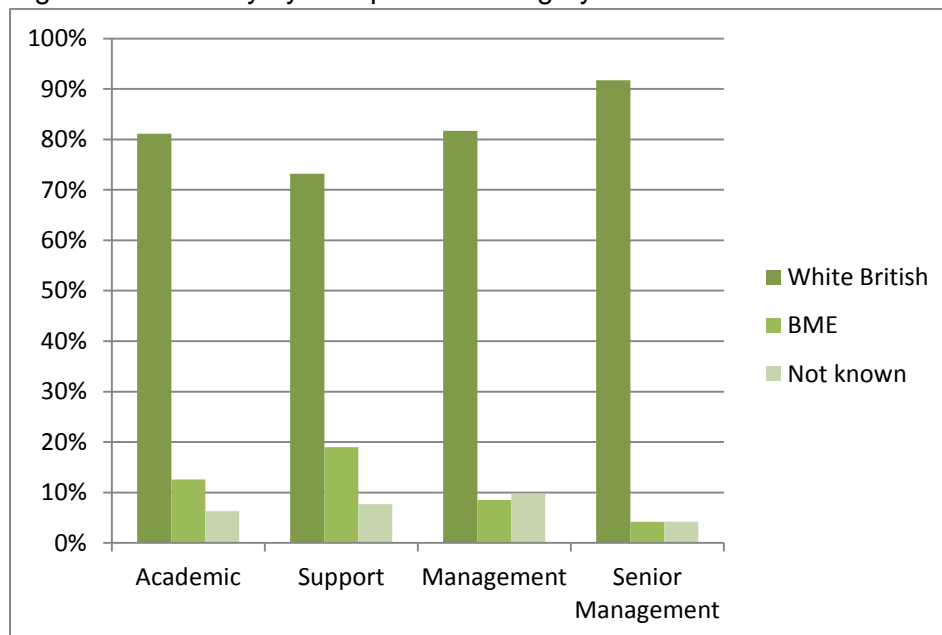
Representation of BME staff in both Management and Senior Management roles remained very low. There was a downward trend for BME staff across both these occupational categories between 2013/14 and 2014/15. There were no staff in senior leadership roles with a non-white background.

An equality objective has been set to address the underrepresentation of BME staff, specifically within senior leadership roles.

9.4   Staff Age Profile

Figure 15: Staff profile by age 2012/13 – 2014/15

	Under 25	25 to 34	35 to 44	45 to 54	55 to 64	65+
2012/13	5.3%	17.4%	22.4%	29.5%	22.5%	3.1%
2013/14	2.2%	18.1%	23.4%	30.8%	23.4%	2.1%
2014/15	2.2%	16.6%	24.0%	31.8%	23.3%	2.1%

The above graph shows that the age profile for staff at the college remained stable between 2013/14 and 2014/15. The low numbers of under 25s employed at the college remains a concern, as it is significantly below the sector average of 5.7%. However, with limited external recruitment opportunities, it is difficult for the college to address problems of underrepresentation. The college will continue to monitor the age profile of the workforce on a termly basis and take action to address underrepresentation whenever possible.
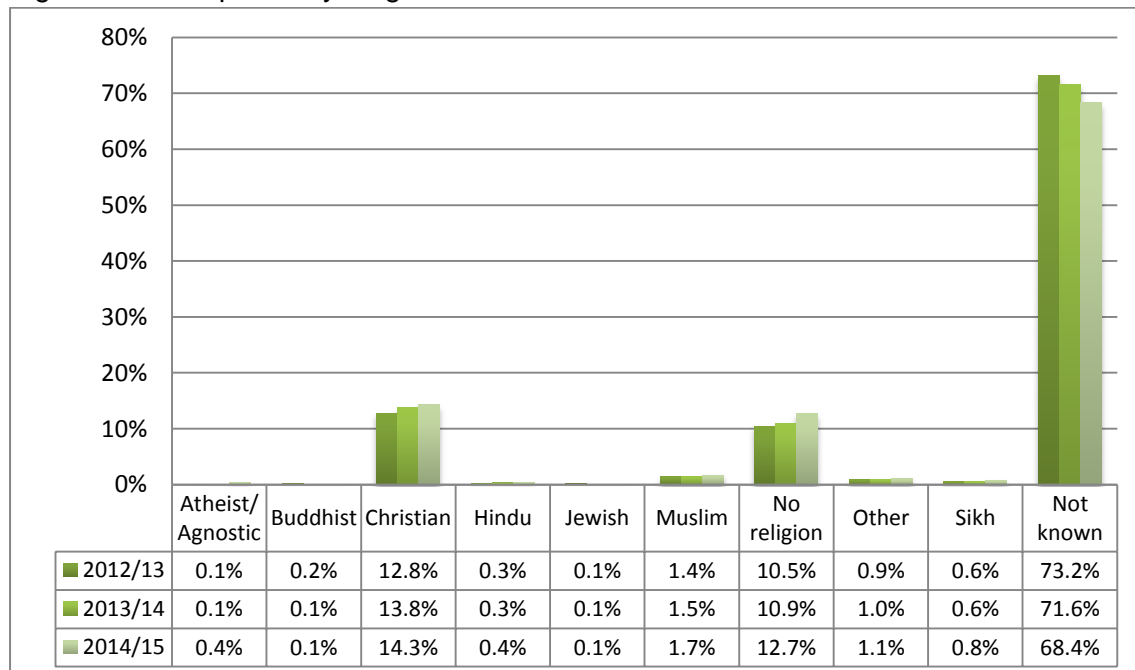
9.5   Staff Disability Profile

Figure 16: Staff profile by disability 2012/13 – 2014/15

	2012/13	2013/14	2014/15
Yes	2.0%	2.9%	2.9%
No	95.1%	93.8%	93.2%
Not known	2.9%	3.3%	3.9%
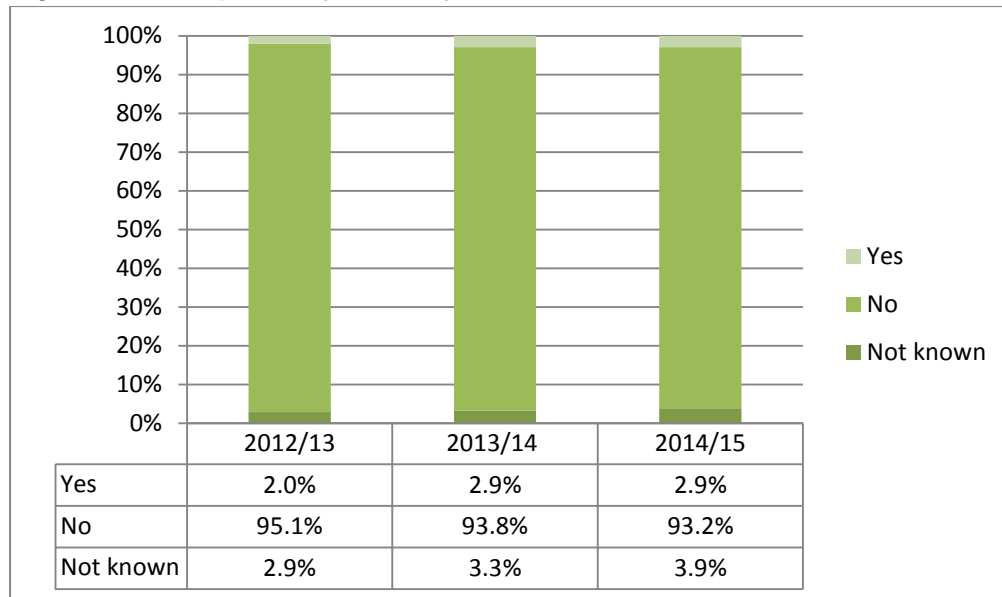
The data shows that the percentage of staff declaring a disability has remained static for the last two years. The disclosure rate of 2.9% remains below the sector average of approximately 4%. The local population data indicates that 12% of the working age population (16–64) in Leeds consider themselves to have a limiting long-term illness. An equality objective has been set to increase disclosure rates for disability.
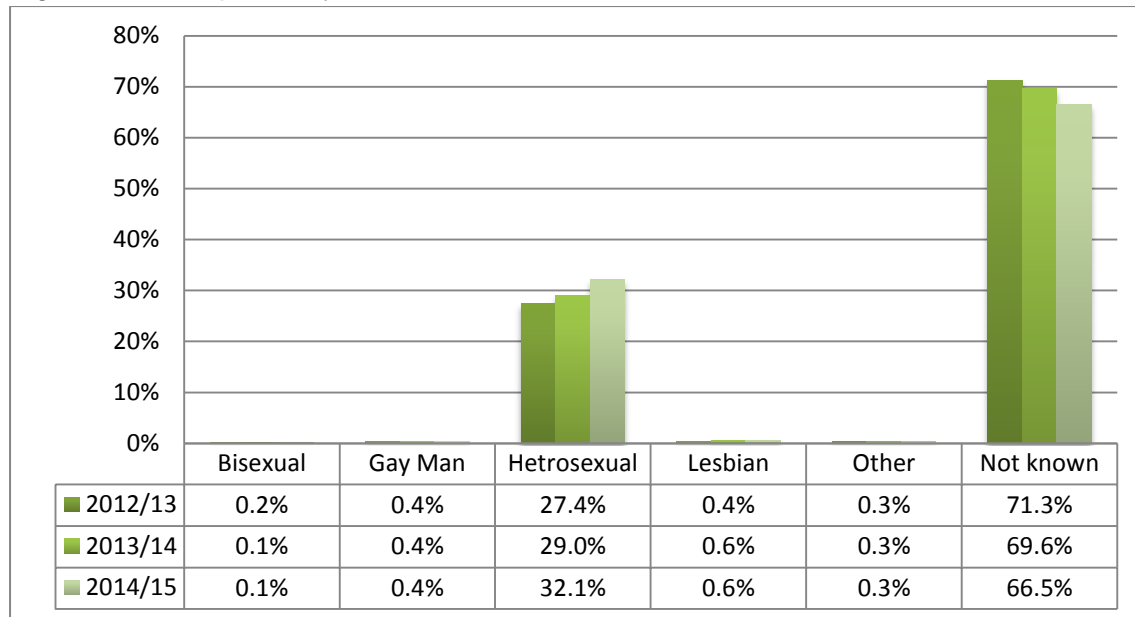
9.6   Staff Religion and Belief Profile

Figure 17: Staff profile by religion and belief 2012/13 – 2013/14

	Atheist/ Agnostic	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Other	Sikh	Not known
2012/13	0.1%	0.2%	12.8%	0.3%	0.1%	1.4%	10.5%	0.9%	0.6%	73.2%
2013/14	0.1%	0.1%	13.8%	0.3%	0.1%	1.5%	10.9%	1.0%	0.6%	71.6%
2014/15	0.4%	0.1%	14.3%	0.4%	0.1%	1.7%	12.7%	1.1%	0.8%	68.4%

9.7   Staff Sexual Orientation Profile

Figure 18: Staff profile by sexual orientation 2012/13 – 2013/14

	Bisexual	Gay Man	Hetrosexual	Lesbian	Other	Not known
2012/13	0.2%	0.4%	27.4%	0.4%	0.3%	71.3%
2013/14	0.1%	0.4%	29.0%	0.6%	0.3%	69.6%
2014/15	0.1%	0.4%	32.1%	0.6%	0.3%	66.5%

There has been an increase in declarations for religion and belief and sexual orientation and a concomitant decline in 'not known' indicated in the last three years. However, religion and belief and sexual orientation remain underreported by staff at the college. Where sexual orientation was indicated, the majority of staff identified as heterosexual with very low disclosure rates for lesbian, gay and bisexual staff.

An equality objective has been set to increase disclosure rates for both religion and belief and sexual orientation.

9.8   Starters and Leavers

Table 5: Starters and Leavers 2011/12 – 2013/14

Year	2012/13	2013/14	2014/15
Starters	201	198	140
Leavers	202	298	364

The starter and leaver profile for the last three years is in line with the overall reduction in establishment during the same period. A more detailed analysis of the reasons for leaving reveals a large increase in voluntary severance (VS) and voluntary redundancy (VR), which is consistent with the recent organisational change programmes and restructures.
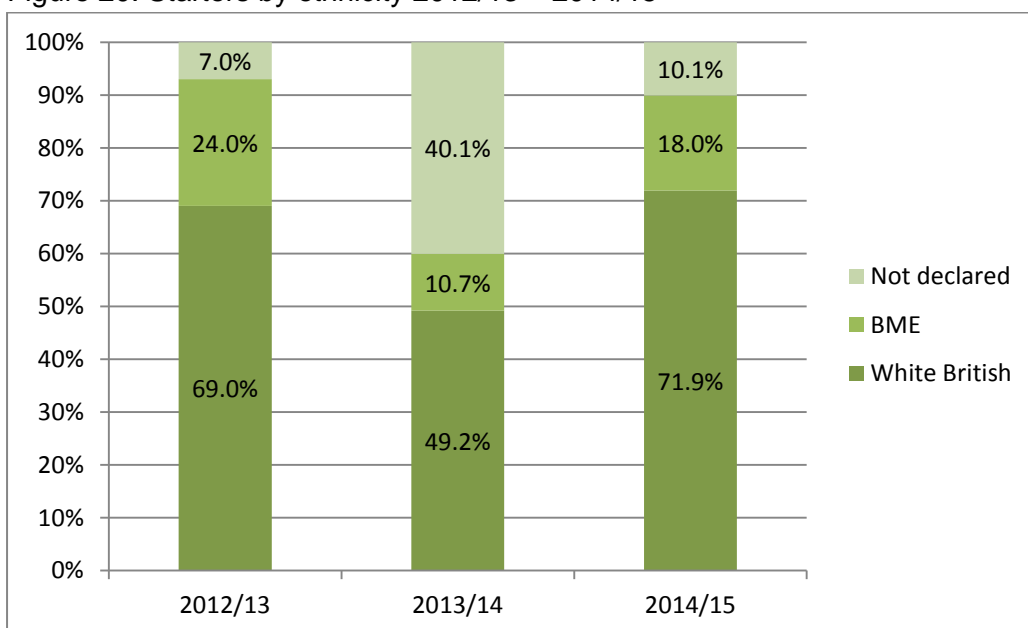
9.8.1 Starters

In 2014/15, the college employed 140 new starters, which was less than the number recruited in 2013/14.

Figure 19: Starters by gender 2012/13 – 2013/14
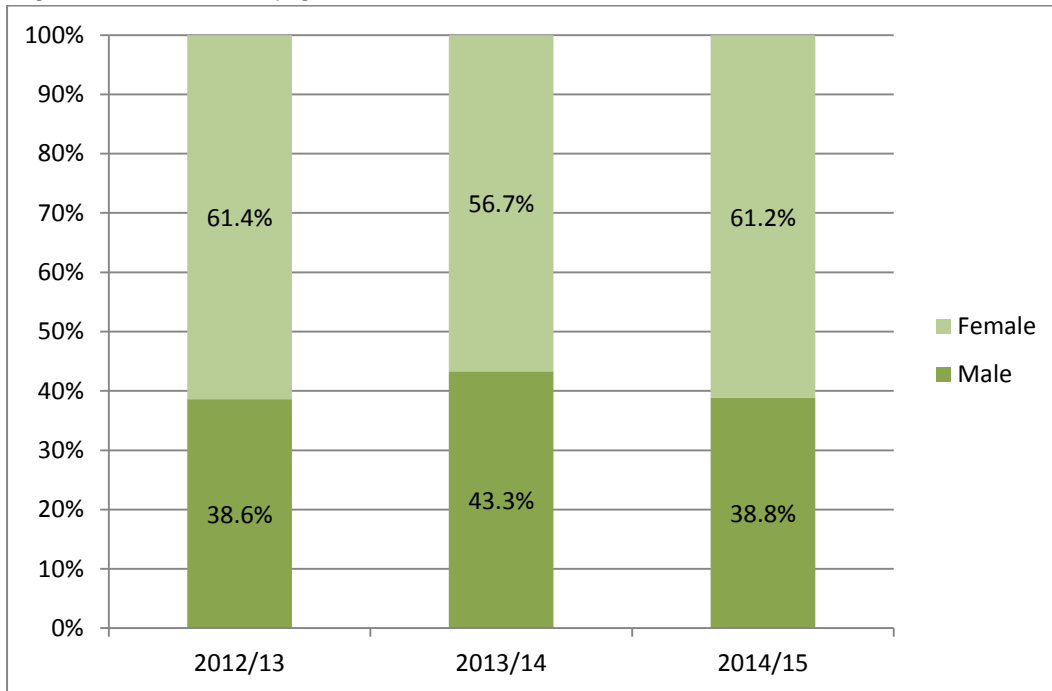
The percentage of female starters in 2014/15 increased by 4.5% with a corresponding decrease in the proportion of male starters. The figures were broadly representative of the overall gender profile of the college.

Figure 20: Starters by ethnicity 2012/13 – 2014/15

Unfortunately, it is not possible to comment on the trend for new starters by ethnicity because the data in 2013/14 was corrupted by a technical problem, which meant that the college was unable to collect ethnicity data for several months. However, the data for 2014/15 shows that the proportion of new starters from a BME background was 18%, which corresponds with the local population figures. The data indicates that ethnic minority new starters were well represented in the workforce, although not in senior positions.

Figure 21: Starters by age 2012/13 – 2013/14
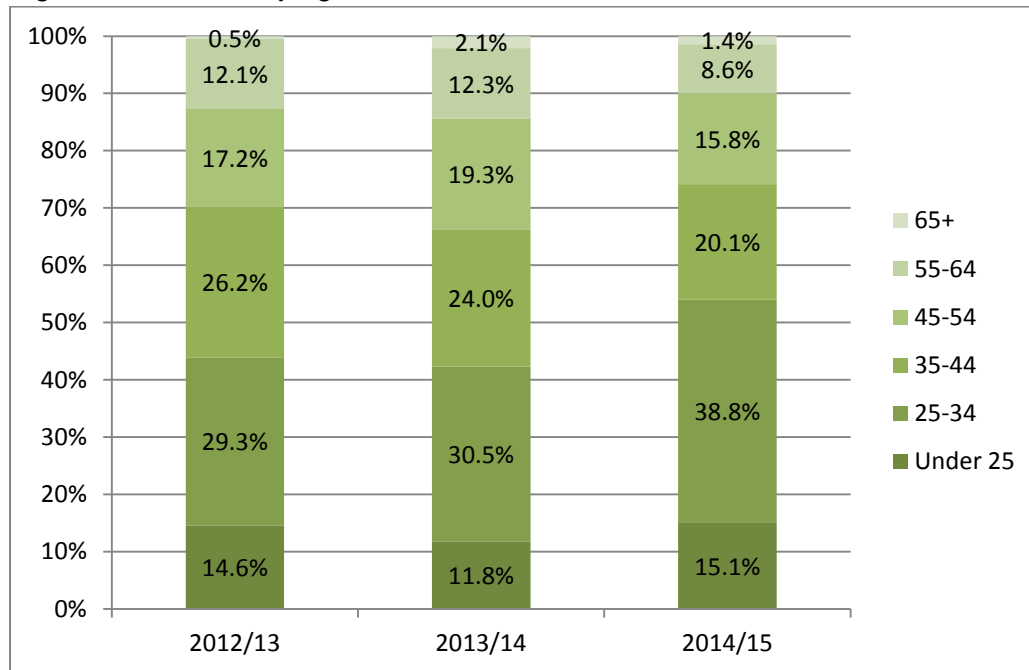
The age profile for new starters shifted towards younger age groups in 2014/15 with increases seen in both the under 25 and 25-34 year old age bands. There was a decline in new starters in the older age bands. The overall college profile for age shows proportionally less staff in the younger age bands so this change in the profile of new starters will help to address the issue of underrepresentation of younger staff in the workforce.

Figure 22: Starters by disability 2012/13 – 2014/15
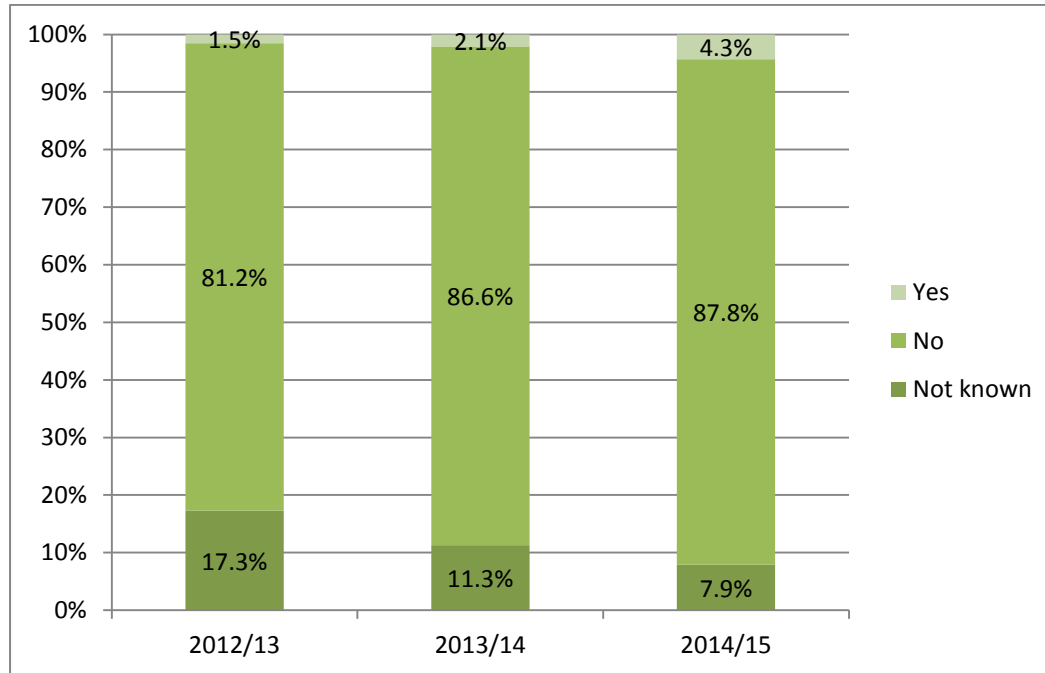
The percentage of new starters declaring a disability doubled in 2014/15, exceeding the sector average of 4%. The data indicates that there has been an increase in disclosure rates for new starters with a three year decline for those whose disability status is not known.

9.8.2 Leavers

In 2014/15 the college had 364 leavers, which represents a 22% increase from the previous year when there were 298 leavers.

Resignation and voluntary redundancy and severance were the main reasons for staff leaving the college in 2014/15. This trend is consistent with the recent organisational change programmes and restructures that have taken place across the college in the last academic year.
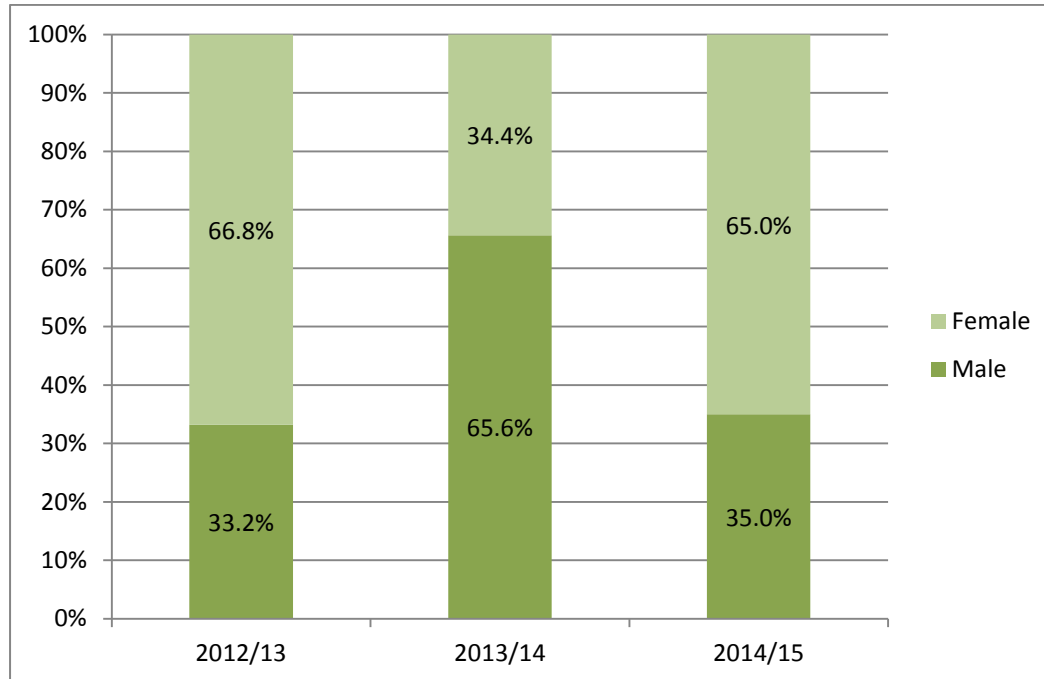
Figure 23: Leavers by gender 2012/13 – 2014/15

Figure 23 shows a shift in the gender composition of staff leaving the college. The proportion of males leaving almost halved in 2014/15 with a corresponding increase in the percentage of females leaving. This has not materially changed the overall gender composition of the workforce, which has remained stable for the last three years.

Figure 24: Leavers by ethnicity 2012/13 – 2014/15
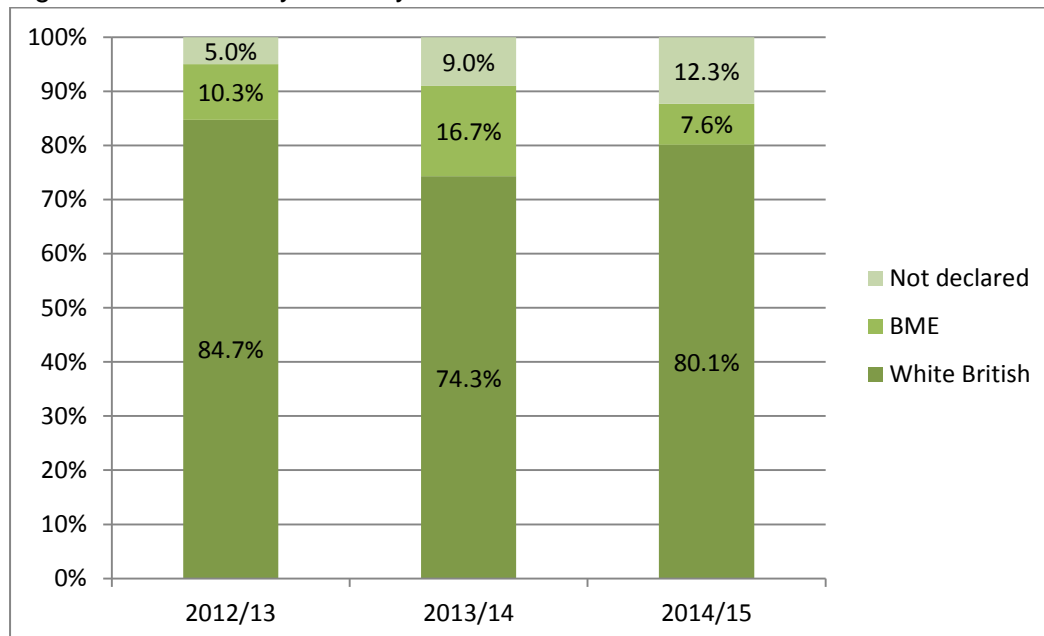
The above figure shows a decrease in the proportion of ethnic minority staff leaving the college during 2014/15. This reduction coupled with an increase in the

percentage of BME starters had a positive impact on the overall composition of the BME workforce at the college, which increased by 0.8% during the same period.

Figure 25: Leavers by age 2012/13 – 2014/15
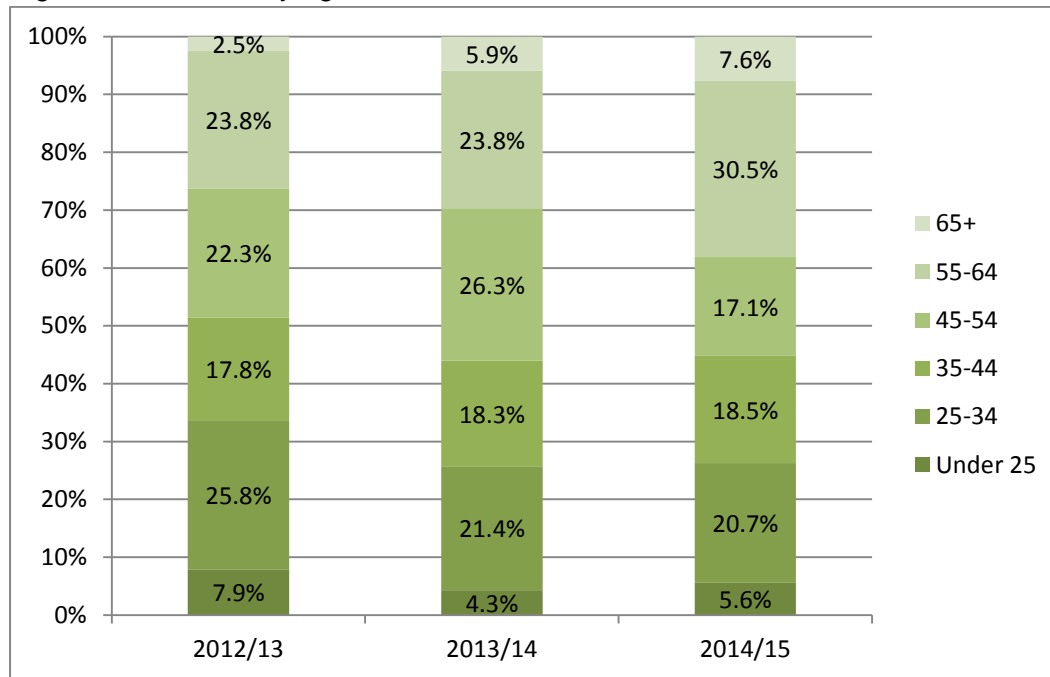
Whilst there was a slight increase in the proportion of staff under 25 leaving the college in 2014/15, this was offset by an increase in the proportion of younger starters. The overall college profile for under 25s remains unchanged and is lower than the sector average. This underrepresentation will continue to be monitored by the Equality and Diversity Committee. Higher percentages of leavers in the older age bands tend to be accounted for by VS and VR exits.

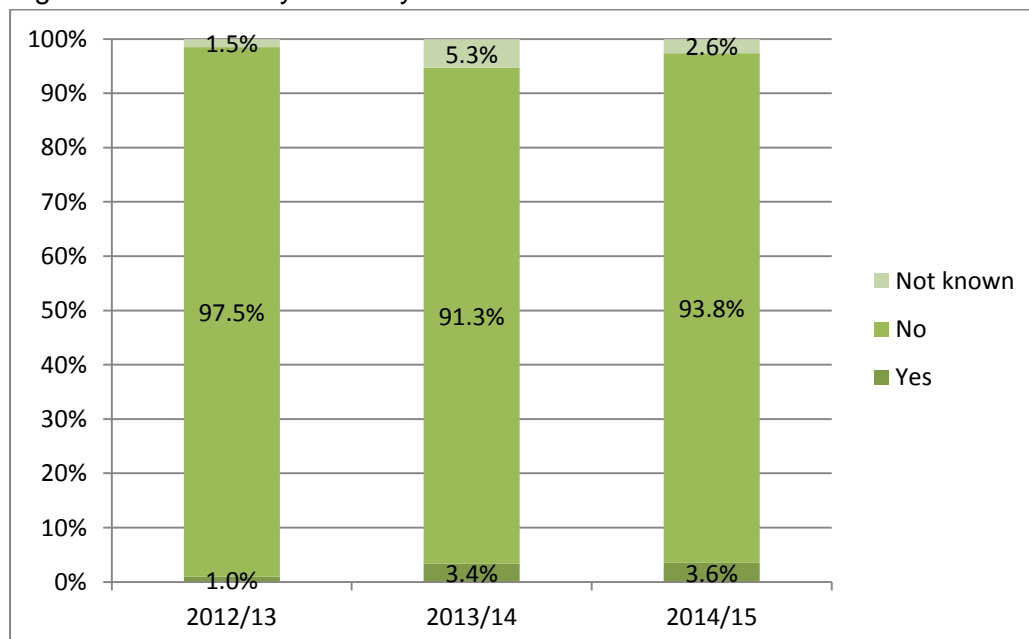Figure 26: Leavers by disability 2012/13 – 2014/15

Figure 26 shows that there was no change in the proportion of leavers with a declared disability. However, there was an increase in the percentage of new starters with a declared disability but because numbers were so low, it did not materially change the composition of the workforce in relation to disability.

9.9   Equal Pay

The College reports on its pay gaps using a single measure, by comparing the average full time equivalent earnings between different groups of staff (in relation to gender and race). For example the full-time gender pay gap compares the mean hourly pay, excluding overtime, of full-time men and full-time women. Whilst interpreting pay gap data it is important to note it does not necessarily mean a difference in pay for comparable jobs or work of equal value.
The data excludes those staff on variable hour contracts and where an employee holds more than one post, only the 'main' contract has been taken into account. The data also excludes Apprentices.

Table 6: College full time pay gaps in mean earnings 2013/14 – 2014/15

	Gender (%)	Ethnicity (%)
August 2014	3.7	9.8
August 2015	5.1	10.5

The college has a low gender pay gap at 5.1%; which compares favourably with the UK full-time gender pay gap in mean earnings of 9.4% in 2014 and the public sector full-time gender pay gap of 11.4%. However, it has increased by 1.4% during 2014/15.

The ethnic minority pay gap is wider than the gender pay gap at 10.5% and has marginally increased by 0.7% during 2014/15. The data indicates that staff from BME backgrounds get paid on average 10% less than their White British colleagues, which links to the underrepresentation of BME staff at senior grades in the organisation. The college is committed to ensuring that our pay strategy is fair and we will be undertaking a job evaluation exercise and an equal pay review during 2015/16.

9.10   Employee Relations

9.10.1   Grievances

There were 12 grievances raised by staff during 2014/15, which represents a decline from the previous year when 19 were taken out. 50% of grievances were raised by staff from a BME background, which is much higher than the overall workforce profile

of 14.5%. Two thirds (66%) of grievances were raised by females, which broadly reflects the staff gender profile at the College. There were no grievances raised by staff with a declared disability. As the number of grievances raised is relatively small, it is difficult to draw meaningful conclusions from the data.

Bullying and harassment was the reason given for 50% of the grievances taken out. The college has launched a new mediation service for staff, which will facilitate the resolution of grievances at an early stage. We should start to see a reduction in the number of grievances being raised over the next couple of years.

9.10.2 Disciplinary Actions

There were 13 cases of disciplinary action in 2014/15 compared to 27 in 2013/14, which is a drop of 50%. No disciplinary action was taken against staff from a BME background or staff with a declared a disability. However, more than three quarters of disciplinary actions were taken against males, which is proportionally much higher than the overall workforce profile of 35%.

9.11 Staff Development

9.11.1 Mandatory Online Module

Every new member of staff is required to complete the online E & D module as part of their induction training and refresh this training every three years.

Table 7: Staff in currency 2012/13-2014/15

2012/13	95.1%
2013/14	86.0%
2014/15	89.7%

The percentage of staff in currency for the mandatory online equality and diversity module increased during 2014/15 by 3.7%. However, our target is for all staff to complete the module and be in currency. A significant number of certificates have expired and the next drive to improve completion rates will be the renewal of certificates using the revised online package.

9.11.2 Additional Training

From September 2014 to July 2015 the Organisational Development team facilitated monthly induction courses. Part of the induction course involves a practical equality and diversity session allowing staff to discuss topics which are covered in the online module, such as aspects of the Equality Act 2010 and explore key equality themes within the college. Within this period 96 new staff attended these sessions.

9.11.3 Additional Training – Short Courses

Staff – Short Courses 2014 - 2015 (courses lasting up to 21 hours)						
	Requests	**Male**	**Female**	**White**	**BME**	**Not Known**
Approved	215	72	143	185	21	9
Declined	-	-	-	-	-	-
Cancelled	55	20	35	47	6	2
Total	**270**	**92**	**178**	**232**	**27**	**11**

9.11.4 Additional Training – Long Courses

Staff – Long Courses 2014- 2015 (courses lasting more than 21 hours, incl. professional courses of one year or more)						
	Requests	**Male**	**Female**	**White**	**BME**	**Not Known**
Approved	121	42	79	98	14	9
Declined	11	1	10	8	0	3
Cancelled	55	16	39	43	9	3
Total	**187**	**59**	**128**	**149**	**23**	**15**

9.12 Governor Profile

Whilst there have been some overall improvement in the diversity of Governors, the profile indicates that more work is needed to ensure that membership of the Board is representative of both the local and learner communities. Current data indicates that 8% of governors are from a BME background, a decrease of 3% on 2013/14. More than half of our governors (58%) are female, an increase of 25% since 2013/14. This is now more representative of both our learner and workforce gender populations. Only 8% of Governors disclosed a disability, which is a drop of 3% on 2013/14.

9.13   Progress against our equality objectives in 2014/15

Objective 5: Promote equality in the workforce

- Increased the proportion of part-time workers in management positions by 0.1%
- Increased the proportion of BME staff by 0.8%
- The proportion of BME staff in senior management positions fell by 6.9%

Objective 6: Improve data collection

- Disability disclosure rates stayed the same
- Reduced the proportion of 'not known' for sexual orientation and religion and belief

Objective 7: Develop a safe and inclusive working environment

- Established a BME and Disabled staff forum