



Harrogate College

Equality Diversity and Inclusion

Annual Report

2019/20

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Section 1: Background

1. Introduction

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

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

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

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

This is Harrogate College's first EDI report under the Luminare Education Group therefore it may be limited in parts to one years data.

2. Terminology and Acronyms

Please see the glossary of terms, Appendix 2.

3. About the College

Harrogate College is the newest organisation in the Luminare Education Group, offering many exciting opportunities for learners across the district. Providing high-quality education, the college encourages all to reach their potential and offers life-changing opportunities for all students by working closely with the community. The college works to prepare students for the future through it's strong industry links and placement opportunities.

The college provides a supportive environment that celebrates ambition and individuality. Community is at the heart of the college which champions a personalised learning experience for all students.

The college's curriculum is carefully devised based on industry knowledge, pairing academic excellence with local economy needs. Harrogate College's strong links with businesses help students navigate the workplace to give them a head start in their future.

Harrogate College's values focus on offering a collaborative environment that fosters innovation, allowing students to achieve their full potential.

A standardised tutorial programme ensures students develop a worldview that nurtures the principles of equality and diversity, healthy lifestyles and how to keep safe.

In 2019/20 Harrogate College financially supported over 150 students through the Learner Support Fund, which allowed students to access their course and remain in education.

4. Demographic and Economic Context

Harrogate district is a geographic area of 1300km² and is led by the Borough Council. The district benefits from high levels of employment, with only 0.2% of residents on Universal Credit. Levels of qualification in the district are above the national average with 82% of residents being qualified above level 2 and 63% above level 3.

There are 9 high schools in the district of which 7 provide post 16 education, this is mainly A levels with some classroom based vocational education. The achievement rates at all of these schools at KS4 are above national average. There is a projected 6% growth in 16-year-old learner numbers within the Harrogate & Skipton region over the next 5 years.

There are prominent high value sectors including logistics, financial and professional services, creative and digital and scientific research, and development. There is also a strong rural economy with a quarter of the district's economy based within a rural area, complemented by a strong visitor economy.

In the Indices of deprivation 2015, Harrogate was ranked the 289th most deprived area out of 326 districts and unitary authorities in England. About 14% of children in Harrogate live in poverty.

Despite high levels of educational attainment in the district, there are below average workplace earnings, driven by high levels of local employment within lower value sectors. There is a daily export of many high earning residents to Leeds and York, with many traveling into Harrogate to complete lower paid roles.

5. The Equality Duty

The 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:

- **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 can be found in our EDI [strategy](#) document and our EDI policy.

Section 2: Strategy and Objectives

6. Progress against Equality Objectives

Our Equality Objectives are values driven and were informed by staff and student data and student voice. They are aligned with the Luminare group strategic objectives. The college action plan specifies the detailed actions, timescales, targets and responsibilities identified to deliver the objectives. The plan is monitored by the Group Equality, Diversity and Inclusion Committee. Regular reports are presented at the college and group boards.

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.

- All students are supported in order to reach their full potential, with adjustments and support provided on an individual basis
- When the college bus coming from rural areas was cancelled, students were provided with free travel arrangements for them to access college and not be economically disadvantaged by the situation.
- Appropriate bursaries are accessible for those students who need it.
- All students have access to a counsellor and a careers service
- CPD is offered to all staff
- BAME staff forum delivered a progression presentation to CMT. This has developed the awareness of staff progression from different backgrounds.
- Further breakdown and work has been carried out at the impact of unconscious bias on students when staff are predicting grades.

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.

- A new hygiene suit has been installed, which includes a hoist, a changing area and an automated assist toilet.
- An Oasis room has been installed as an environment to be used for our SEND students.
- All new classrooms, and our new Learning Zone are designed with colour contrast in mind, to increase accessibility for those with visual impairments.
- Delivered hidden disability training to EDI Champions.
- Accessibility requirements have been discussed with the Group Director of Estates and Capital Projects, to ensure accessibility is considered during all estates projects.

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.

- Student Voice system has been set up, with class representatives elected. They now communicate and feedback via hangouts.
- Principal surgeries being held; all staff able to drop in and ask questions and chat about the college - this has been transferred online.
- The college values 'Inclusive', 'Progressive', and 'Nurturing' were formed from the results of a staff consultation, and finalised in a session open to all.
- Development of the staff forums as a body for consultation. Working with HR to use the Staff Forums and EDI Champions as a matter of process for 2020/21.
- Success of Monitoring of the EDI Champions attendance at Performance Review

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.

- World Food Event Held: The ESOL students held a world food event which had food from Japan, Bolivia, Brazil, Iraq, Iran, Germany, France, Syria, Spain, Ukraine, Russia, Italy and Romania.
- Representatives from various women's organisations came into college in the lead up to Women's Day, to form a Women's Partnership. This resulted in a display being made of key messages from them for young women (and men). It also resulted in a commitment for further partnership and involvement of those organisations in the college in the future. The presence of this partnership and display promotes respect and equality.
- World calendar events are displayed on screens across college
- Development of a campaigns calendar

Objective 5: Challenge Discrimination

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

- All students participated in PSHCE lessons centred around British Values, respect and tolerance, Equality and Diversity.
- All students have had indepth PSHCE Lessons on mental health, which covered discrimination in regards to this.
- All staff are part of luminate training which promotes British Values and the I'm In culture of tackling discrimination and intolerance
- EDI Taught training out to tender and tackling challenging conversations and unconscious Bias included in the delivery

Objective 6: Promoting Wellbeing

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

- All staff have had Mental Health Training. On the staff development day Level 1 Mental Health Prevention and Promotion was delivered by North Yorkshire Compass Buzz - some staff members have chosen to progress up to Level 2 and 3.
- 'Extra Mile Box' for staff wellbeing started. Each week staff are given the opportunity to anonymously nominate their colleagues for going the Extra Mile. The nominations enter a prize draw - the prize is a voucher for the Bistro so that a lunch club culture can be established, encouraging staff to take the time to eat together
- Student Wellbeing Ambassadors: staff have undertaken training on how to set up a student wellbeing ambassador system in college, and plan to implement this on our return to campus
- Happy newsletters are created with good news, staff send in their photos and are keen to be involved, this is an activity that promotes wellbeing and connectivity
- North Yorkshire Council provided us with freebies and information to encourage cycling to college, to promote health and wellbeing for staff and students.
- Students have participated in tutorials focusing on; healthy relationships, incl. identifying coercion and control, the importance of sleep/health,sexual health and wellbeing, drugs, risk taking
- The provision of a college counsellor on wellbeing
- & the 'Time to Talk event' held by our counsellor Linda for students, encouraging them to have discussions on mental health
- Development and recruitment of wellbeing champions per department. Regular meetings for the Wellbeing strategy group and the development of the new staff wellbeing survey
- Wellbeing Survey for FE Colleges. Well established mental health campaigns

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

7. COVID-19 Response

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

Every college portable device was loaned to students to mitigate against digital barriers to learning, devices were purchased for students using student funds and young people with care experience were provided

with devices and internet connectivity. The college opened to the most vulnerable students throughout the first lockdown period.

8. Black Lives Matter

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

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

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

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

Section 3: Our Students

9. Student Data

	Female	Male	BAME	White	Declared Disability	Living in a deprived area (0-10%)
19/20 HC learners	48.3%	51.7%	9.9%	81.8%	22%	1.6%
Harrogate Districts population 2015/16	50.8%	49.2%	3.7%	96.3%	15.5%	14%
19/20 HC students Headcount	244	261	50	413	111	8

Table 1: Student data by protected characteristics.

The headcount of students on funded courses was 505 in 2019/20 and a further 54 undertaking non funded courses. The majority of the college's students are male at 51.7%. 9.9% of students who declared their ethnicity are from a BAME background, compared to 3.7% of Harrogate districts population. Our declared disability rates is 6.5% above the local population

The percentage of the college students who live in the most deprived areas is low at 1.6%.

10. Quality of Education

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

Total Achievement 79.2%

Total Retention 90.6%

Total Pass 87.4%

Achievement rates

The achievement of disadvantaged students is above that of others. With achievement at 87.4%, 5% above the national rate.

Age	2019/20
16 – 18	78.9%
19+	80.2%
Non funded	77.8%
HC Total	79.2%

Table 2: Student achievement data by age group

19+ students are the highest performing group this year. Overall achievement rates are 6.8% points below the national rate of 87%, The performance of 16-18 year olds is 8.1% points below the national rate. The impact of COVID-19, lockdown restrictions and remote learning have impacted students' progress.

10.1 Gender

Gender	2019/20
Female	82.4%
Male	82.4%
HC Total	79.2%

Table 3: Student achievement data by gender

There is a gender balance in achievement. National trends show that female students usually outperform their male counterparts. As an organisation we recognise and celebrate all gender identities, however, disclosure of those identifying as non-binary remains low. Changing the methodology for collecting this information means we can capture a more accurate representation of our students in the future.

10.2 Ethnicity

Ethnicity	2019/20
BAME	82%
White	78.8%
Not provided	73.9%
HC Total	79.2%

Table 4: Student achievement data by ethnicity

The data highlights our BAME students have a 3.2% higher achievement rate than their White counterparts. It is noted that for students progressing onto higher levels of learning after FE, attainment gaps reverse and widen significantly. Large numbers of students have not provided ethnicity and other data and we need to consider approaches to encourage increased data disclosure in order to improve our reporting accuracy.

10.3 Ethnicity and Gender

Ethnicity	Gender	2019/20
BAME	Female	83.3%
	Male	80.6%
White	Female	79%
	Male	78.7%
Not provided	Female	70.6%
	Male	77.1%

Table 5: Student intersectional achievement data by ethnicity and gender

Nationally there has been a trend in the underachievement of White males. However, our data shows that White females are the lowest achieving group at the college this year. BAME females outperform White females by 4.3%. Further analysis will provide insight into the factors that have contributed to the change.

10.4 Disability or Learning Difficulty

Disability or difficulty	Leavers	Achievement	National Average	Difference
Yes	24.6%	79.8%	84.7%	-4.9%
No	68.9%	79.4%	87.4%	8%
Not provided	6.4%	75%	85.2%	10.2%

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

24.6% of all leavers had a declared disability or difficulty which is a 5.2% increase from last year. Students both with and without a declared disability underperform compared to the national average. This category covers a wide range of experiences and further detailed analysis into achievement would inform curriculum and support.

10.5 Young people with care experience

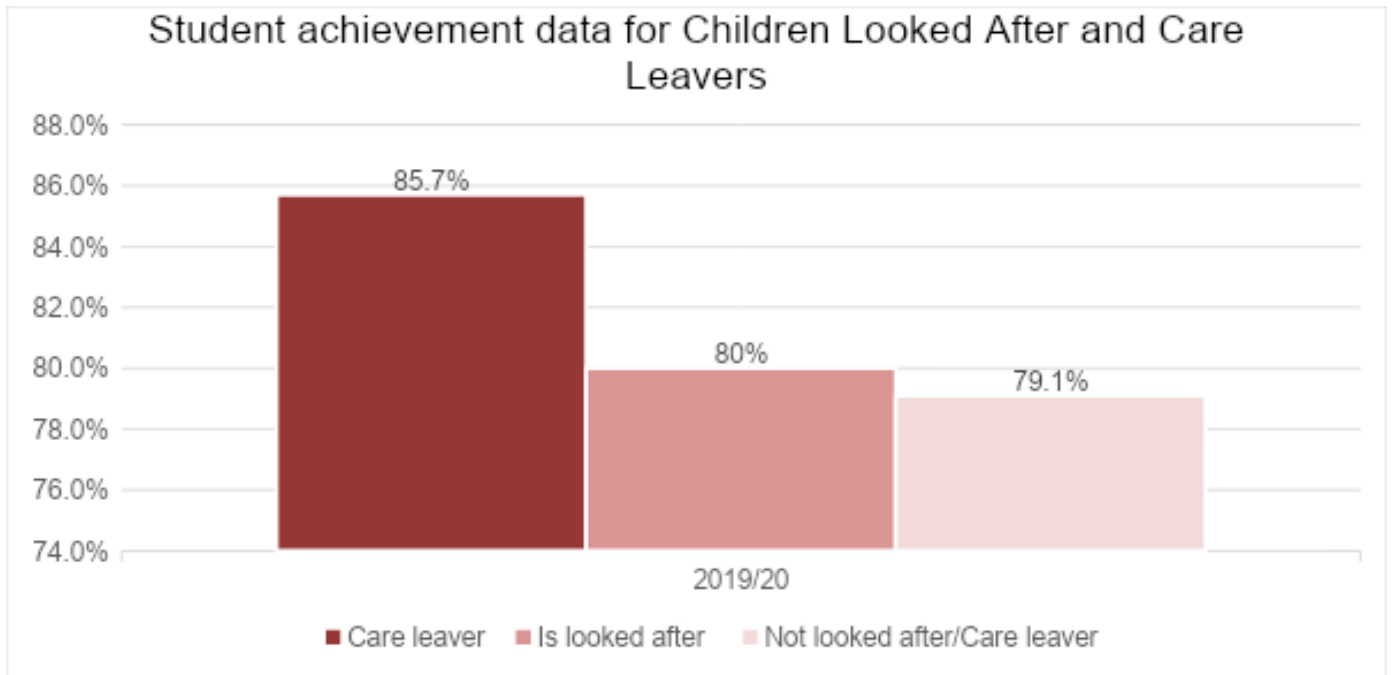


Chart 7: Student achievement data for Children Looked After and Care Leavers

85.7% of care leavers and 80% of children looked after achieved their qualifications. The outcomes for care leavers and the experience of all students with care experience is an area for development and two dedicated roles were introduced in 2019/20.

10.6 Ethnicity and deprivation

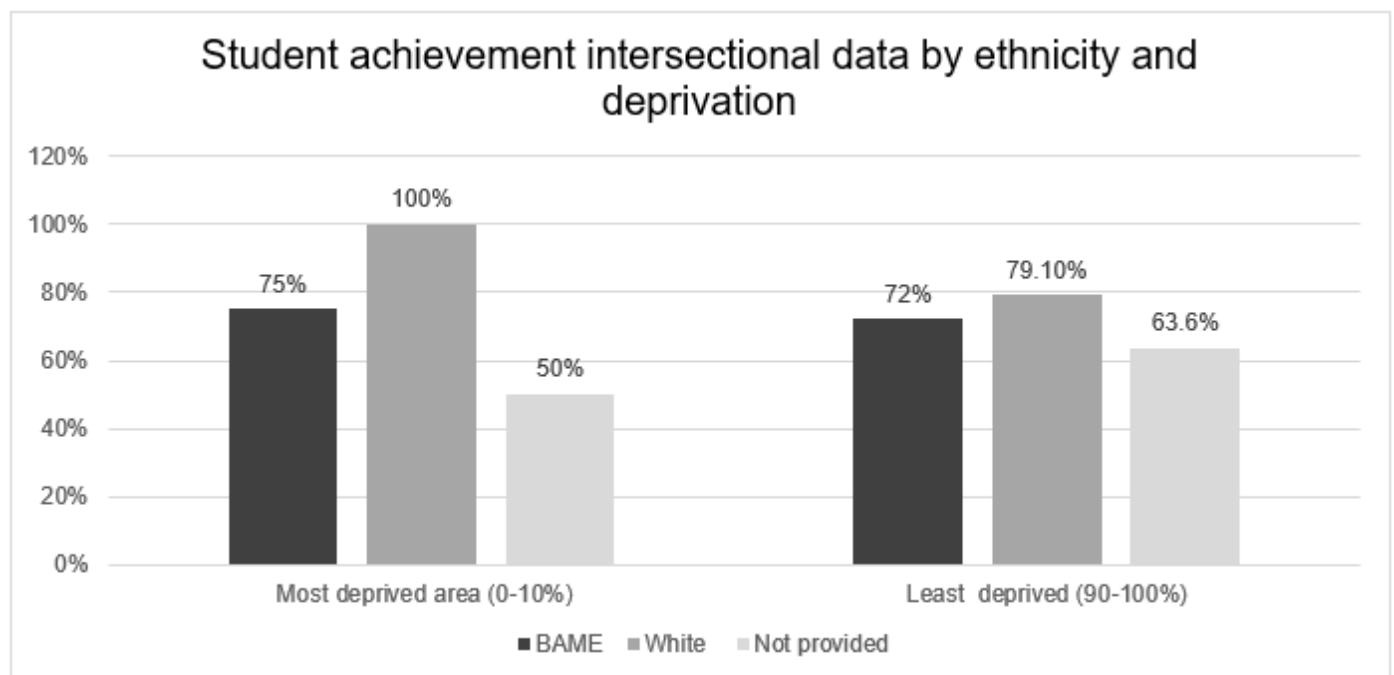


Chart 8: Student achievement intersectional data by ethnicity and deprivation

White and BAME students from the most deprived postcodes outperform White and BAME students from the least deprived postcodes by 20.9% and 3% respectively. Further investigation into this data is required at departmental level.

10.6 Apprenticeship achievement data broken down by equality characteristic

Apprenticeship achievement 87.5% is 3.5% above national rate at 84%. The highest apprenticeship achievement across the FE colleges.

11. Destinations

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

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

Overall, 74.36% 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.

Progression of those with SEND or High needs as positive progression is 10% points lower at 62% than those without SEND and high needs.

The progression of ESOL students to positive destinations is 87%, with 50% progressing into further study and 50% into employment.

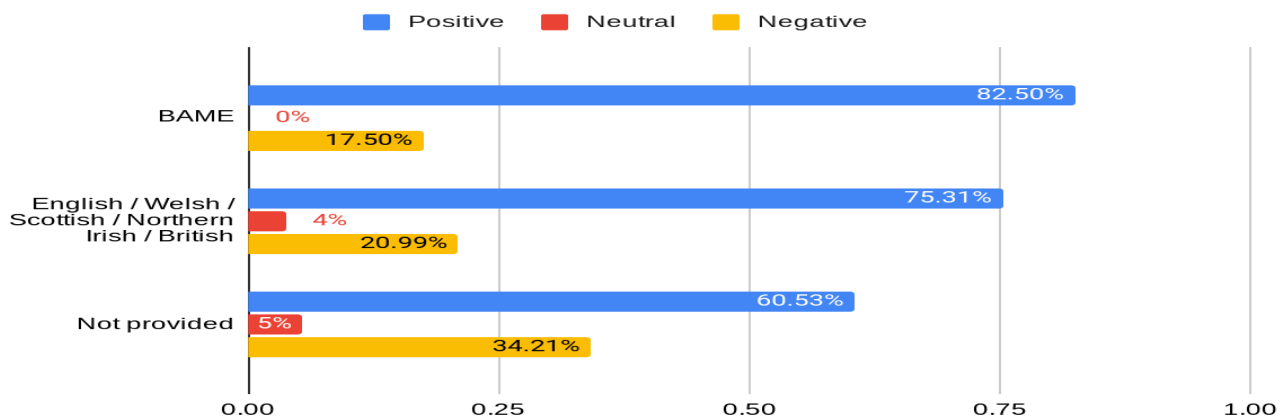
16-19 ESFA FUNDED DESTINATIONS BY PROTECTED CHARACTERISTICS

11.1 Destination by ethnicity

Ethnicity	Positive	Neutral	Negative	Total
BAME	33	7		40
English / Welsh / Scottish / Northern Irish / British	244	68	12	324
Not provided	23	14	1	38

Ethnicity

Destinations by ethnicity

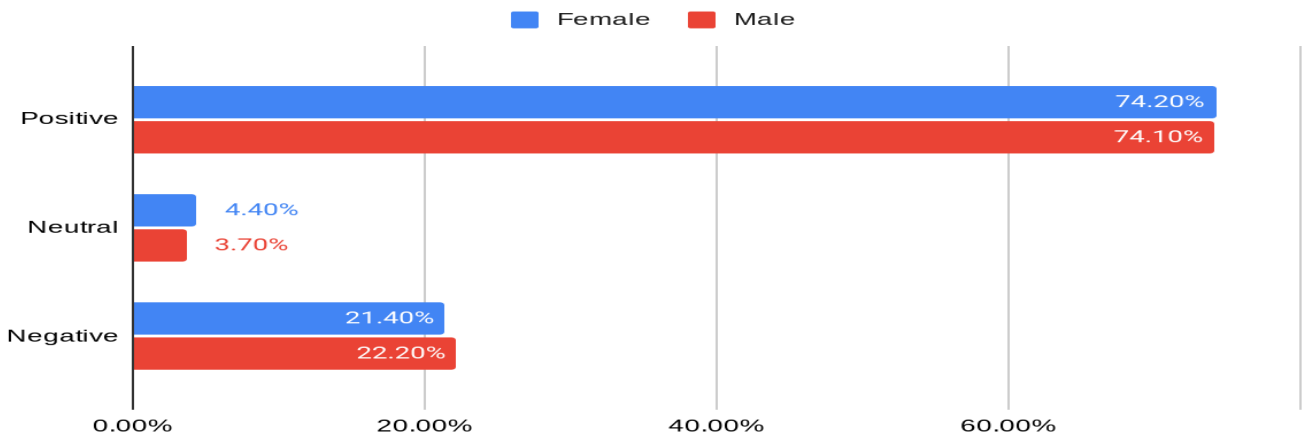


The proportion of BAME 2019/20 students with a positive destination is almost 10% higher than that of white British leavers. Please note that the BAME dataset is small at 40 students.

11.2 Destination by Gender

	Positive	Neutral	Negative	Total
Female	118	7	34	159
Male	180	9	54	243

Destinations by gender

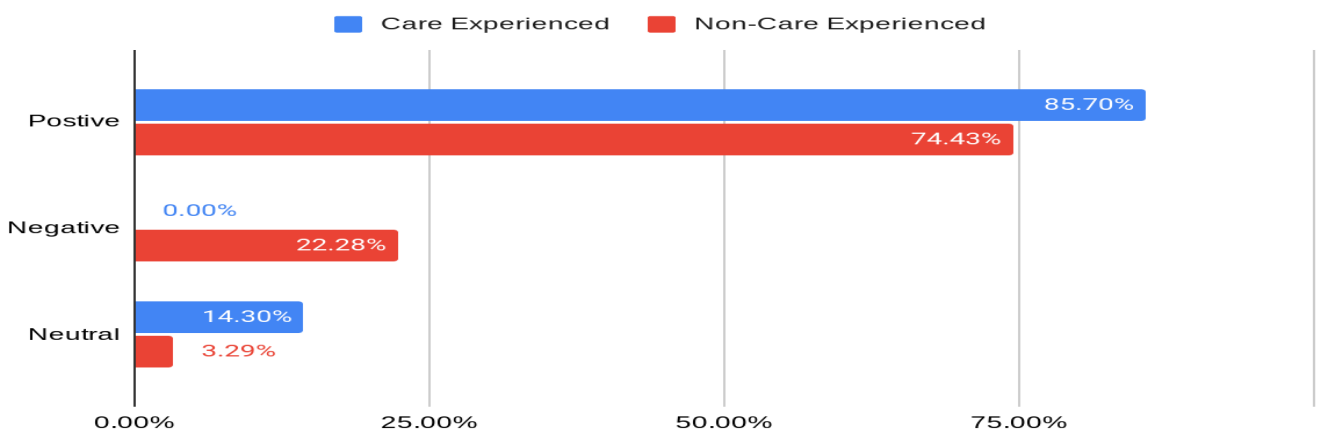


The proportion of positive destinations is very similar for both male and female students.

11.3 Destination by Care experience

	Positive	Neutral	Negative	Total
Care Experienced	6 (85.7%)	1 (14.3%)	0	7

Care experienced and non-care experienced destinations

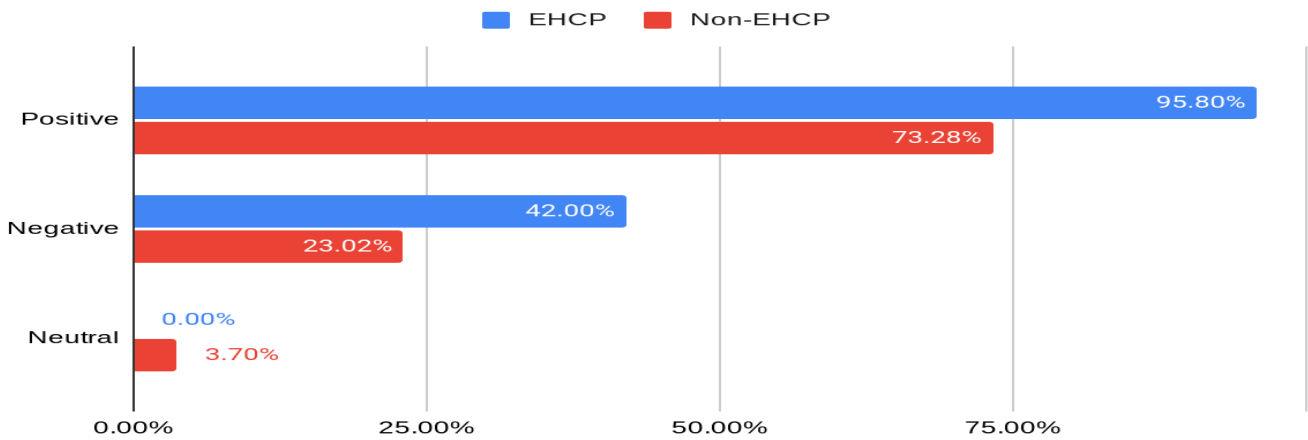


The proportion of 2019/20 care experienced students with a positive destination is 14% higher than that of non-care experienced students. (Please note that the care experienced dataset is very small, at just 7 students)

11.4 Destination by EHCP

	Positive	Neutral	Negative	Total
EHCP	23 (95.8%)	0	1 (4.2%)	24

EHCP and Non-EHCP destinations



The proportion of 2019/20 non-EHCP students with a positive destination is 31% higher than that of EHCP students. (Please note that the EHCP dataset is small, at 24 students)

11.5 Destinations by SEND

	Positive	Neutral	Negative	Total
SEND	53 (76.8%)	6 (8.7%)	10 (14.5%)	69

76.8% of students with SEND achieve a positive destination. Higher than the overall rate.

DESTINATIONS BY PROTECTED CHARACTERISTICS - EXTERNAL BENCHMARKING

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

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

	Positive destinations / participation	
	North Yorkshire	Harrogate College
BAME	93.75%	82.76%
White British	91.40%	74.81%
Male	90.20%	74.15%
Female	92.55%	72.27%
EHCP	69.20%	100%

Non-EHCP	92.00%	75.33%
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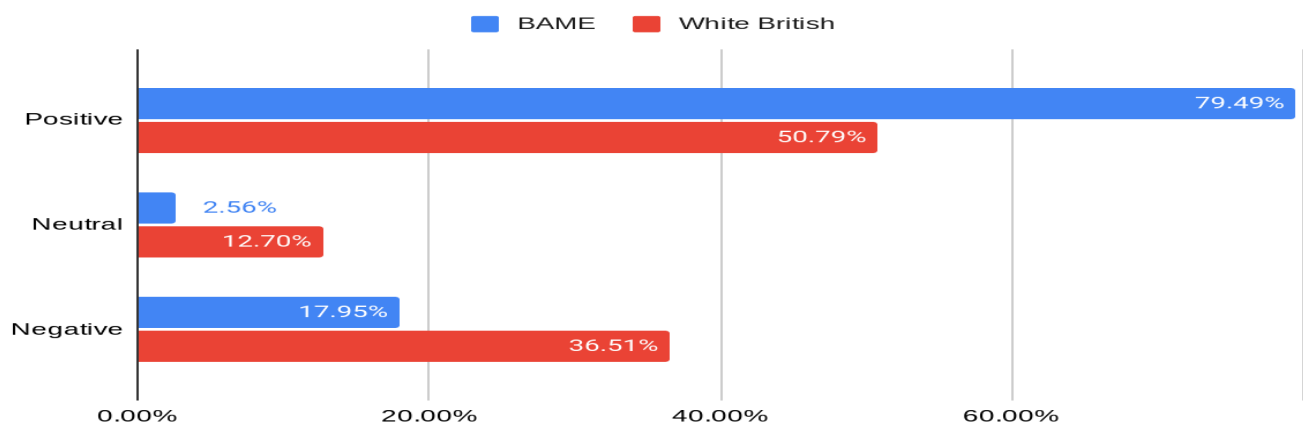
A number of comparisons can be drawn from the data:

- A higher proportion of BAME 16 and 17 year old Harrogate College students progressed to positive destinations than their white British peers. This is consistent with participation data county wide, although the gap is smaller across North Yorkshire
- The proportion of 16 and 17 year old Harrogate College students progressing to positive destinations is lower than the county wide figure across all datasets, with the exception of EHCP students
- A slightly higher proportion of male 16 and 17 year old Harrogate College students progressed to positive destinations than their female peers. However, county wide a higher proportion of female students progress to positive destinations
- The proportion of 16 and 17 year old Harrogate College students with EHCPs progressing to positive destinations is 44.5% higher than county wide data. However, it is worth noting that the Harrogate College dataset is small, at 17 students

ADULT SKILLS BUDGET DESTINATIONS BY PROTECTED CHARACTERISTICS

Ethnicity

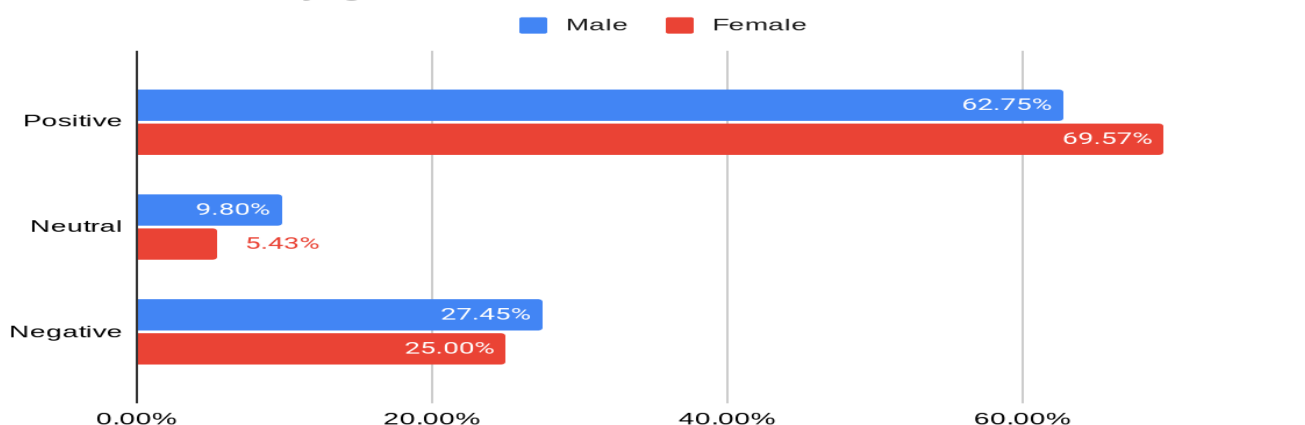
Destinations by ethnicity



The proportion of white British 2019/20 students with a positive destination is 56.5% higher than that of white British students.

Gender

Destinations by gender



The proportion of female 2019/20 students with a positive destination is 11% higher than that of male students.

12. Personal Development, Behaviours and Attitudes

Personal Development and Student Behaviour and Attitude are key aspects of the OFSTED Education Inspection Framework (EIF).

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

Surveys

Induction Survey

73% answered yes to "I know who to talk to about feeling unsafe"

Remote Learning Survey

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

Highlights

- ★ **75%** of students felt they had been supported to engage with college and feel part of the college community
- ★ **90%** of students felt their teaching department had put in place the measures needed so they could continue studying remotely
- ★ **80%** of students were highly satisfied/satisfied with the support and communication from their tutor outside of lessons

Work can be done in order to encourage students to participate in surveys to ascertain needs.

Attendance

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

The overall % of students demonstrating engagement in learning and or support or pastoral overall for last quarter is 72.49%.

The 16-18 age group demonstrated the highest engagement with 75.24% of learners engaged in learning and/or support or pastoral

The department which demonstrated the highest engagement in the final quarter across all age groups is the School of Business & Professional Studies with 72.14% of learners engaged in learning and/or support or pastoral

The % of males who demonstrated no contact of any sort for the final quarter across all age groups is higher at 15.07% than the amount of females with no contact of any sort at 9.83% for all age groups.

The % of students who are a care leaver and demonstrated no contact of any sort in the final quarter across all age groups is higher at 22.86% compared to students who are not care leavers at 12.25%.

The % of students who demonstrated no contact of any sort in the final quarter across all age groups who are BAME is 15.44% followed by 12.83% who have not provided their ethnicity and then White British 11.16%.

Section 4: Our Staff

13. Staff Data

13.1 Staff profile

	Female	Male	BAME	White	Declared Disability
Harrogate College	71%	29%	6%	38%	4%
Harrogate district population	50.8%	49.2%	3.7%	96.3%	15.5%
FE average	62%	38%	10-20%	80-90%	6.5%

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

There are 105 staff at HC. We are looking at ways of increasing the recording of protected characteristics, expanding our terminology and upgrading systems to reflect this so that more staff feel included. We recognise and embrace the diversity of our staff. The reason for presenting limited protected characteristics on this table is due to not having all the comparable information from benchmark datasets.

13.2 Staff profile by contract type

	Headcount	Female	Male	BAME	White	Part time	Declared Disability
Harrogate College	105	71%	29%	6%	38%	60%	4%
Academic	49	65%	35%	4%	41%	57%	2%
Support	51	78%	22%	8%	29%	69%	6%
Management	5	60%	40%	0%	100%	0%	0%

Table 17: Staff data by equality characteristic and contract type

71% of the workforce at the college is female. BAME staff are overrepresented in terms of the local average but underrepresented when compared to the national average of 14%. BAME, disabled and part time staff are not present at management levels. We will be piloting a BAME mentoring scheme in 20/21 in order to improve the diversity of senior staff this pilot will then be rolled out to other underrepresented groups, if successful.

13.3 Staff profile by age

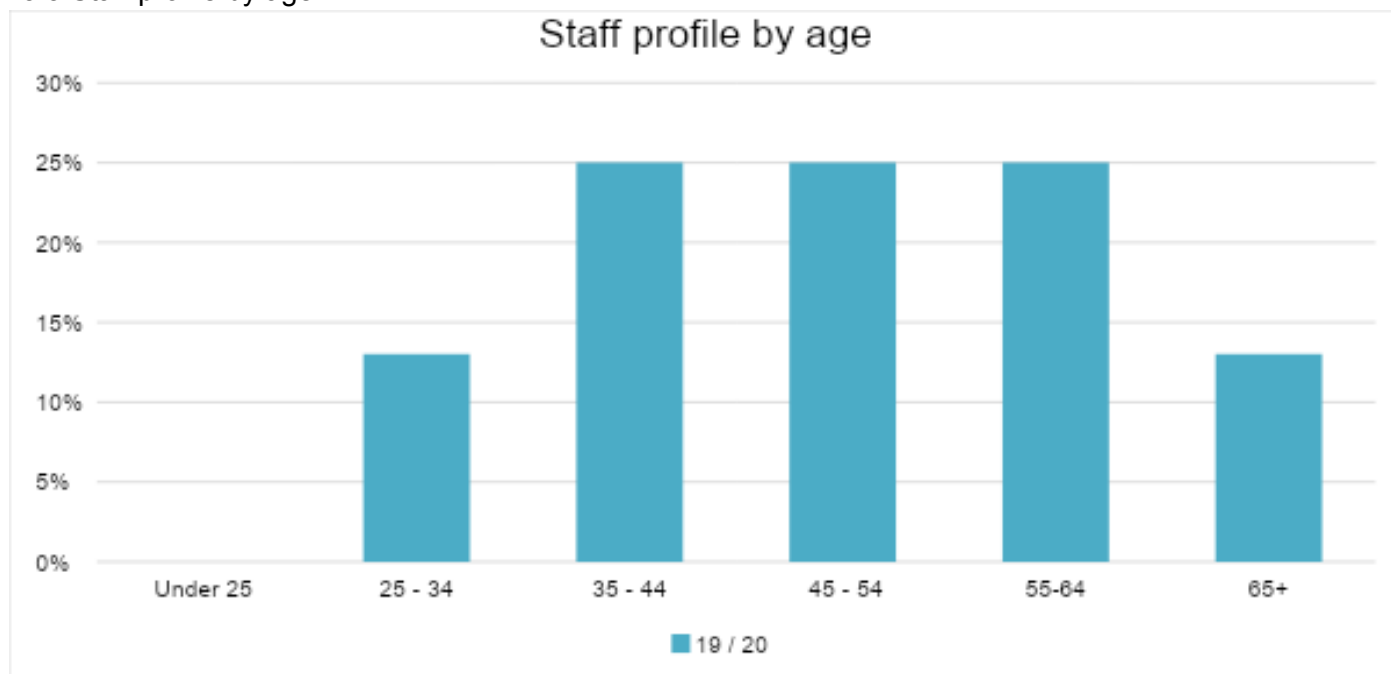


Chart 18: Staff profile by age

The majority of staff at the college are in the 25-64 age range. There are no staff under 25. Retention of experienced staff is important due to the cost of high staff turnover, the need to train and induct new and less experienced staff and to ensure good business continuity. Policies and working environments which support women (and their partners) during the menopause may need to be considered as part of the people strategy. Menopausal women are the fastest growing workplace demographic.

Starters and Leavers

13.4 Starters and Leavers



The college is small and a new member of the Luminate Education Group. It is difficult to discuss this data without previous years to compare. Leavers make up a higher number than starters. If this pattern continues it may be worth focussing on retention of staff in line with the people strategy.

13.5 Starters and Leavers by age

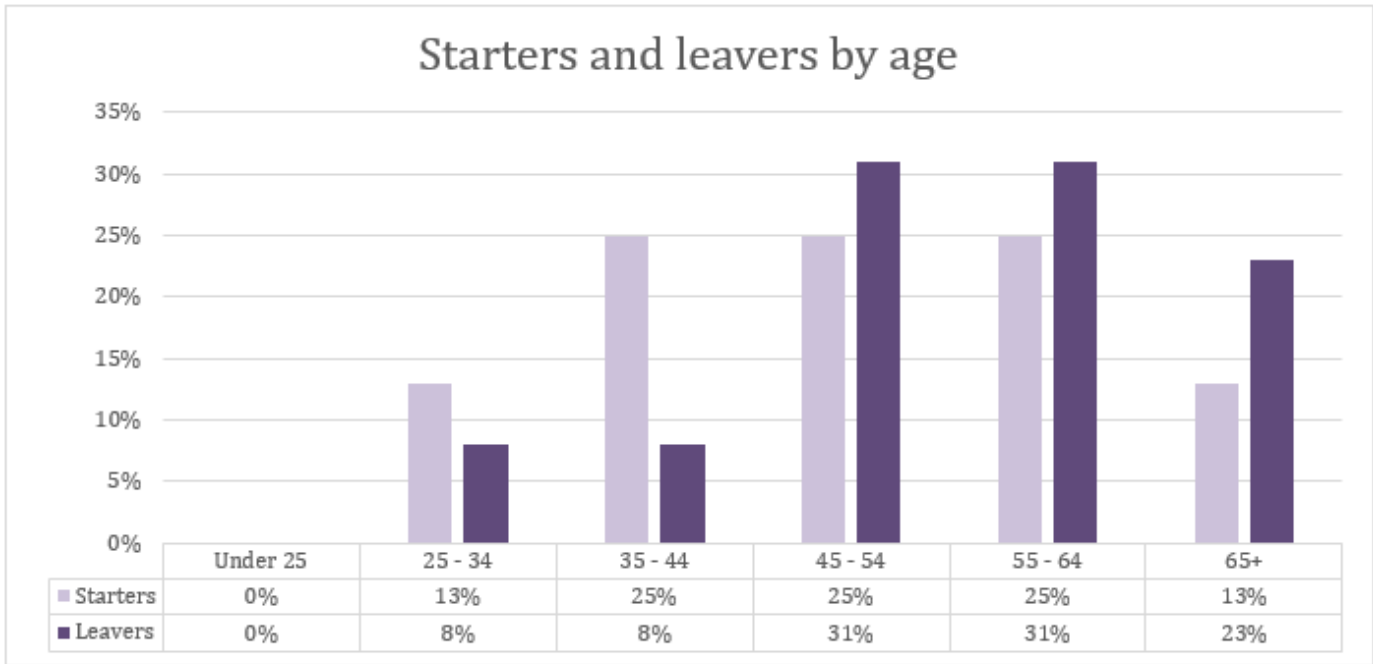


Chart 19: Starters and leavers Headcount by age

The college recognises the need for succession planning and digital competence and skills. There are no under 25 staff members. The highest number of leavers are from the 45-65+ age ranges. The highest number of starters are in the 25-64 age ranges.

13.6 Staff starters by equality characteristic

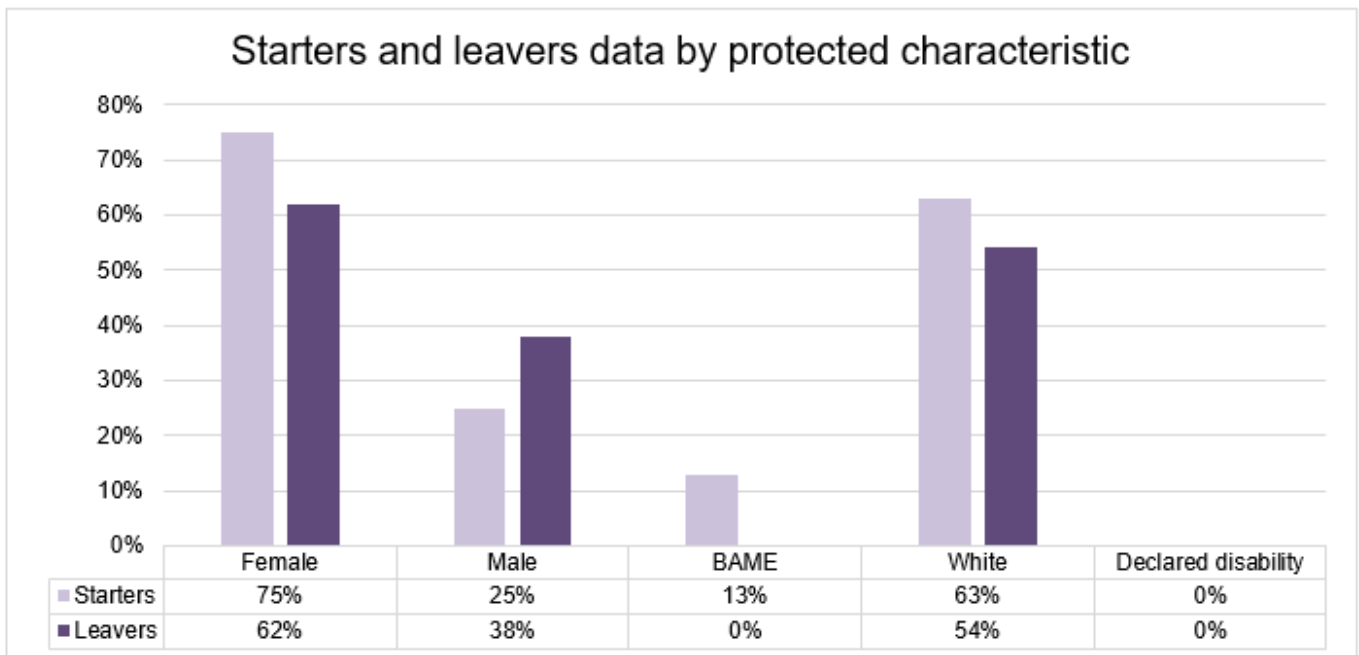


Chart 20: Three year staff starter data by equality characteristic

There are no BAME leavers and 13% BAME starters. The highest number of leavers and starters are female. This is consistent with the high female population at the college. There are no starters or leavers with a declared disability. For a small college, the impact of this could be significant.

14. Furlough

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

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

As with all staff data, this data set suffers from having significant not answered or “prefer not to say” responses to the equality questions, which prevents meaningful analysis of the data. Analysis of workforce data should where possible be linked back to staff records although low numbers declaring ethnicity or disability may be that this information is collected less consistently for roles subject to furlough such as catering staff.

15. Partnership Work and Stakeholder Engagement

Harrogate 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 will look to participate in the Investors in Diversity standard and the Stonewall Equality Index in the future alongside the wider Luminare Education Group.

16. Staff participation

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

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

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

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

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

17. Training

During 19/20 a new training programme was developed with Inclusive Employers, who were successful in our tender for an EDI training partner. The mandatory training for all FE staff is interactive and ideally face

to face. A variety of staff and students were consulted on the content, and the session was piloted with the EDI Champions.

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

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

Staff in scope				101
	Complete	Expired	Never	% Compliant
EDI Taught	74	0	27	73.27%
EDI Online	85	13	3	84.16%
Note: EDI Online training from Hull College was counted as completion (within the normal <u>3 year</u> compliance period)				

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

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

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

18. Staff Survey and Health & Wellbeing Survey Feedback

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

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

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

Age

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

Disability and Long term health condition

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

Ethnicity

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

Gender

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

Religion

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

Sexual orientation

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

Caring responsibilities

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

19. Recommendations

1. Create a Luminate **group wide EDI policy and review and consult upon 4 year Luminate Education** Group EDI objectives for 2021/25
2. Deliver **EDI training across the FE Colleges** and develop a new online module.
3. Develop a **Race Equality road map** including: recruitment and onboarding; training and career development; diversifying the curriculum; and staff and student voice. Include consultation on the use of BAME as an acronym and current reporting categories.
4. Develop a culture of analysis and interrogation of student attendance, retention, achievement and destination **data by equality characteristics** at departmental level and plan quality improvement interventions accordingly.
5. **Student disability category** covers a wide range of experiences and further detailed analysis into achievement would inform curriculum and support.
6. Improve collection and reporting of **non-binary experience** for staff and students

7. **Improve staff data collection** and analysis with improved systems and categorisation, championing the benefits of disclosure and reduce “prefer not to say responses, including during recruitment and onboarding. Provide EDI analysis of staff survey by college and campus.
8. **Improve retention of staff identifying as BAME and disabled through mentoring and career development interventions**
9. **Record data pertaining to disciplinaries, grievance, and bullying and harassment by protected characteristic for staff and equivalent analysis for student experience.**
10. As part of the Luminate People Strategy, focus on **development of an inclusive recruitment strategy and improving staff retention.**
11. **Menopausal women are the fastest growing workplace demographic.** Policies and working environments which support women (and their partners) during the menopause as part of the people strategy.

20.Data sources and comments

20.1 Student data

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

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

Data for the student tables/ charts obtained from:

HC SAR 19/20
 MIS ProAchieve 19/20 Rules Applied Summary & ProSolution Student Detail 19/20
 2011 Census, ONS
 P12 Attendance 2019/20 report Data sources
 Destination data
 P12 Care Experience Team Report August 2020

20.2 Staff data

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

Data for the student tables/ charts obtained from:

<https://www.harrogate.gov.uk/downloads/file/2023/equality-strategy-2020-2024>

Staff HR data 19/20

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

Section 5: Appendices

21. Appendix 1

Gender Pay Gap Report

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

22. Appendix 2

Glossary of terms

HC- Harrogate College

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

CL/ CLA - Care Leaver or Child looked after under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if they: get 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- [Equality and Human Rights Commission](#), please visit 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

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.

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.

23. Appendix 3

Additional Staff Profile Charts and Tables by Protected Characteristic

Headcount per job type

	Headcount	Female	Male	BAME	White	Part time	Declared Disability
Harrogate College	105	71%	29%	6%	38%	60%	4%
Academic	49	65%	35%	4%	41%	57%	2%
Support	51	78%	22%	8%	29%	69%	6%
Management	5	60%	40%	0%	100%	0%	0%

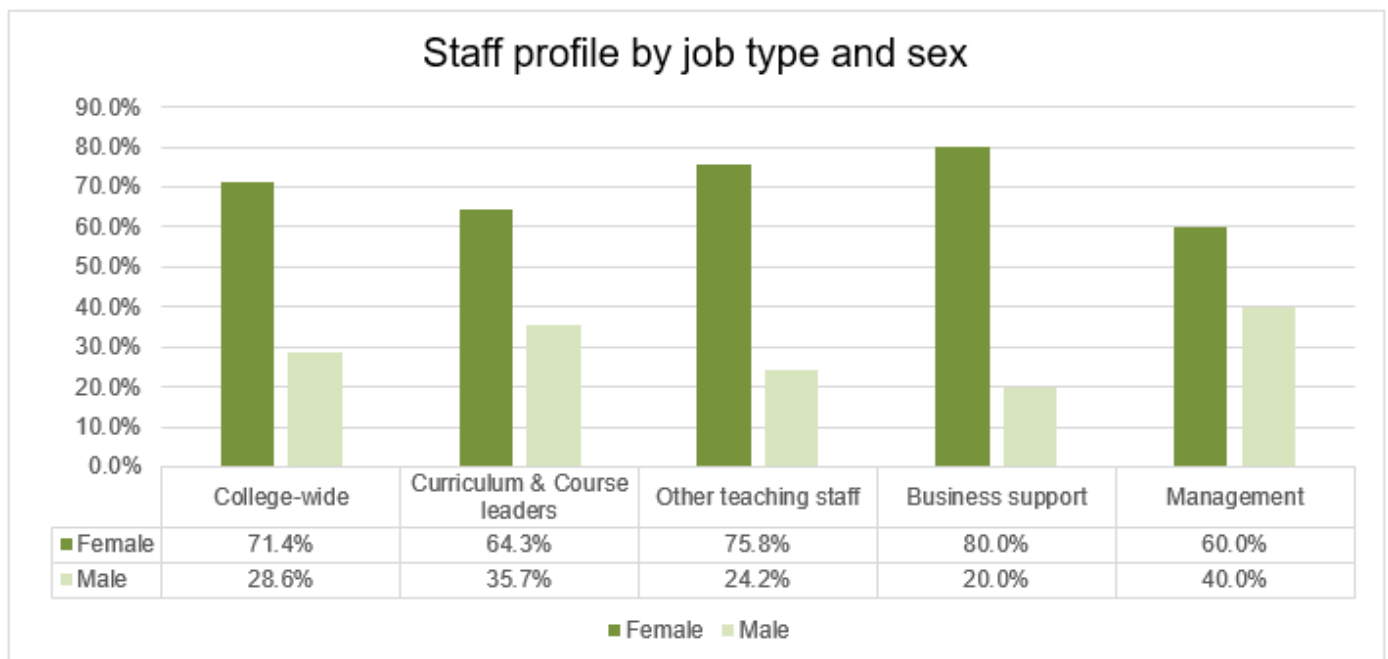


Chart 3.1: Staff profile by job type and sex

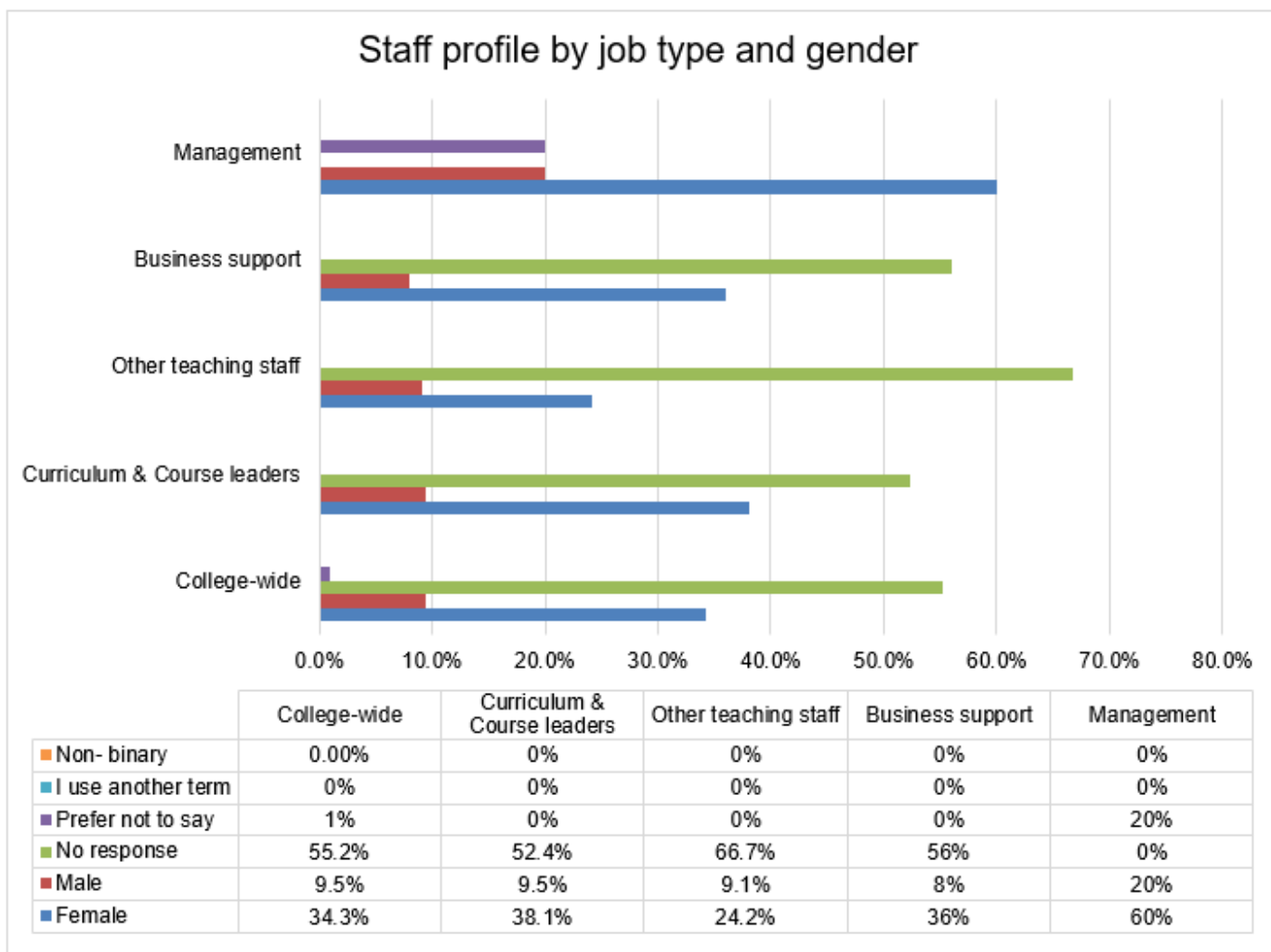
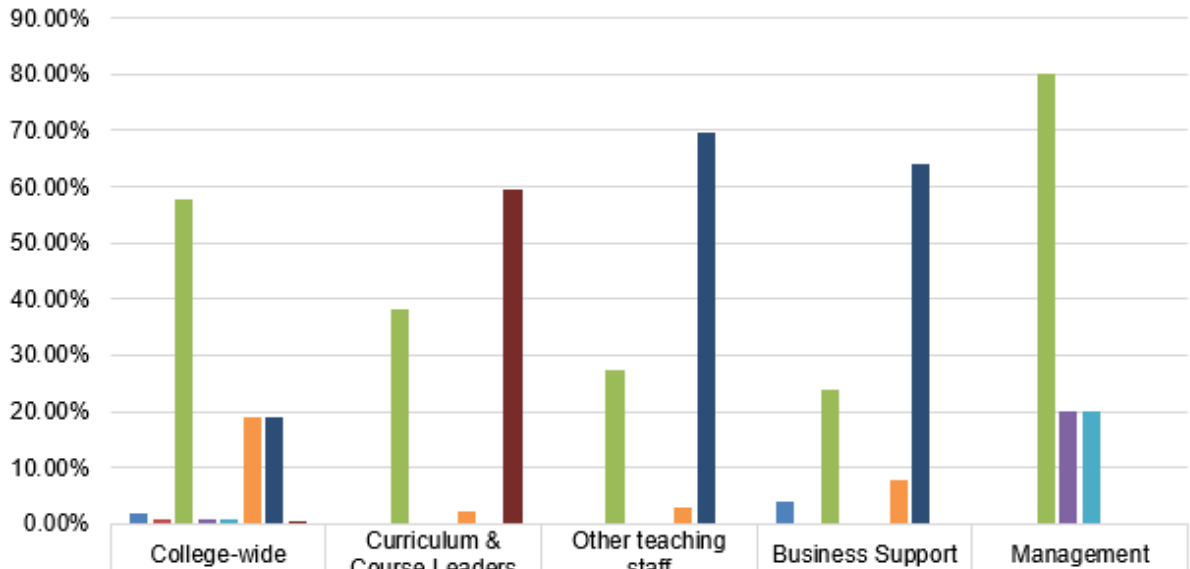


Chart 3.2: Staff profile by job type and gender

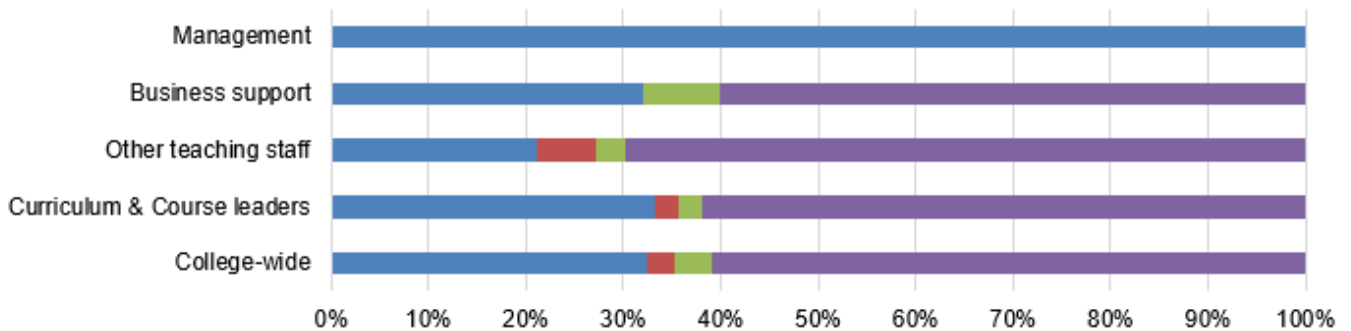
Staff profile by job type and sexual orientation



	College-wide	Curriculum & Course Leaders	Other teaching staff	Business Support	Management
Bi	1.80%	0.00%	0%	4.00%	0.00%
Gay	0.70%	0.00%	0.00%	0.00%	0.00%
Heterosexual	57.60%	38.10%	27.30%	24.00%	80.00%
I use another term	0.90%	0.00%	0.00%	0.00%	20%
Lesbian	0.90%	0.00%	0.00%	0.00%	20.00%
Prefer not to say	19.00%	2.40%	3%	8.00%	0.00%
No response	19.00%	0.00%	69.70%	64.00%	0.00%
Pansexual	0.10%	59.50%	0.00%	0%	0%

Chart 3.3: Staff profile by job type and sexual orientation

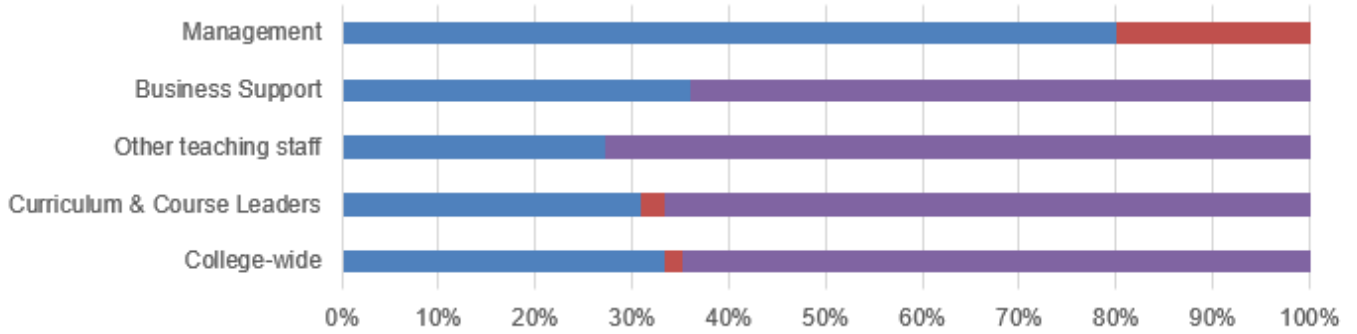
Staff profile by job type and disability



	College-wide	Curriculum & Course leaders	Other teaching staff	Business support	Management
No	32.4%	33.3%	21.2%	32%	100%
Not known	2.9%	2.4%	6.1%	0%	0%
Yes	3.8%	2%	3%	8%	0%
Not provided	61%	62%	70%	60%	0%

Chart 3.4: Staff profile by job type and disability

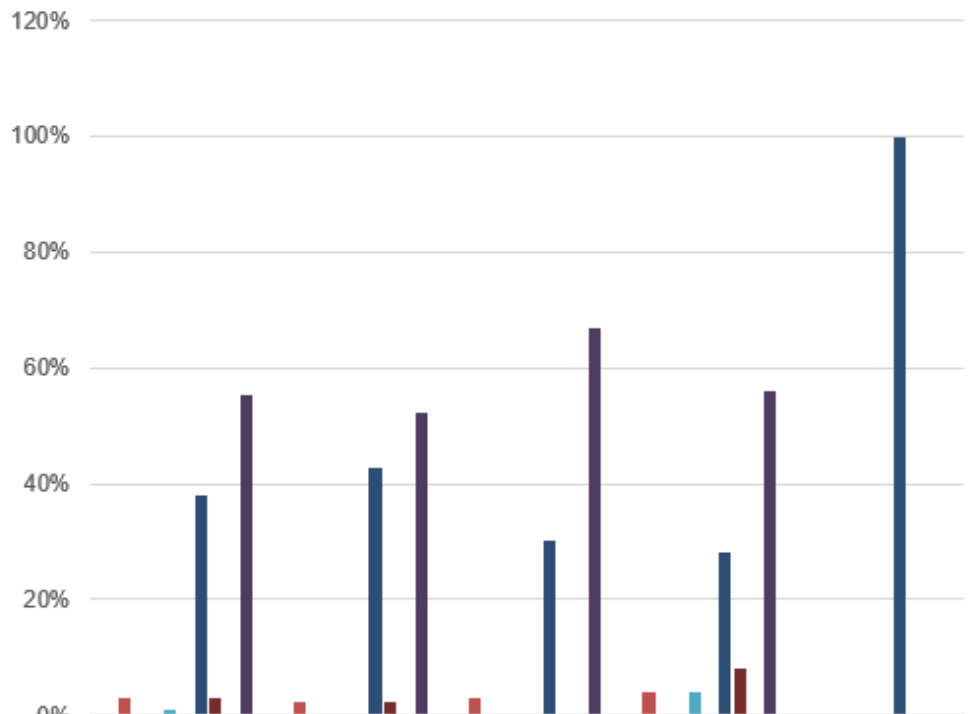
Staff profile by job type and gender reassignment



	College-wide	Curriculum & Course Leaders	Other teaching staff	Business Support	Management
■ No	33.3%	31%	27%	36%	80%
■ Prefer not to say	1.9%	2%	0%	0%	20%
■ Yes	0%	0%	0%	0%	0%
■ No response	64.8%	66.7%	73%	64%	0%

Chart 3.5: Staff profile by job type and gender reassignment

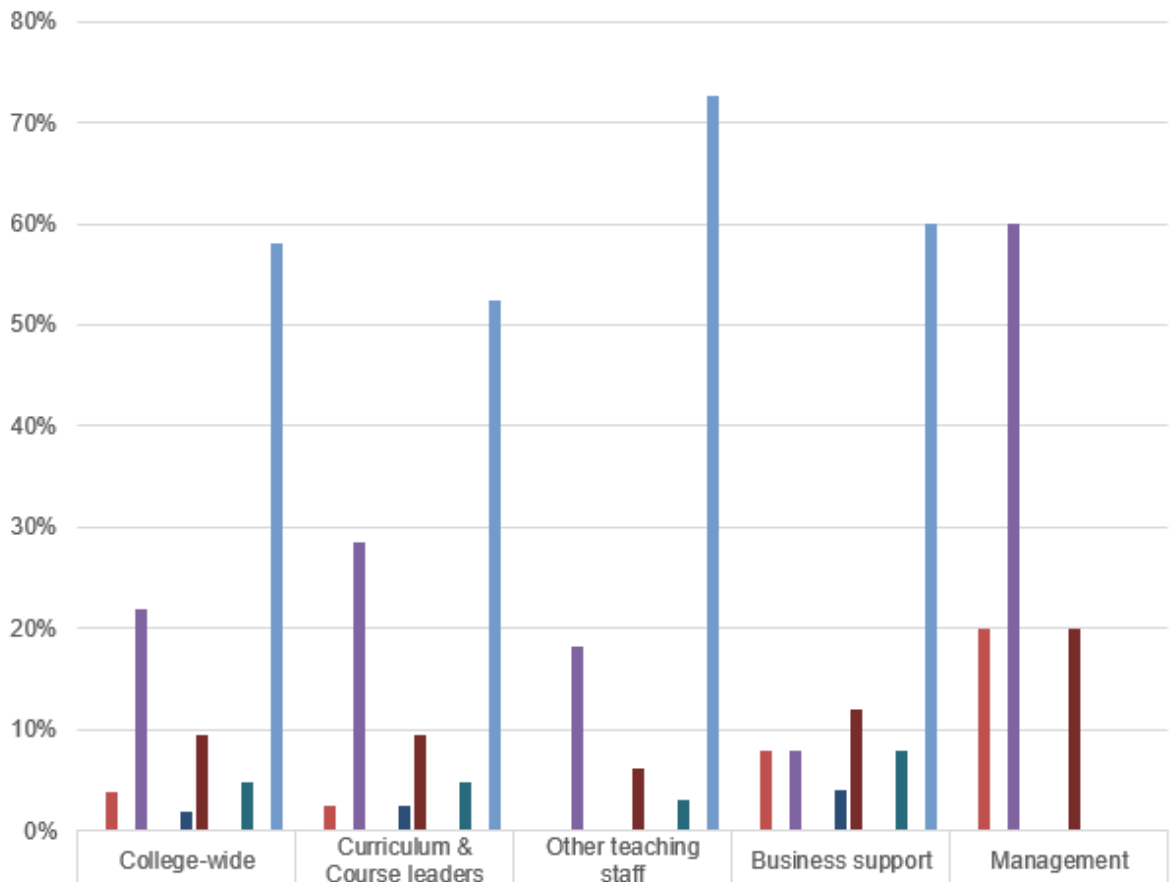
Staff profile by job type and ethnic origin



	College-wide	Curriculum & Course Leaders	Other teaching staff	Business Support	Management
Arab	0%	0%	0%	0%	0%
Asian or Asian 6.1British	2.9%	2.4%	3%	4%	0%
Black or Black British	0%	0%	0%	0%	0%
Multiple Ethnic Background	0%	0%	0%	0%	0%
Prefer not to say	1%	0%	0%	4%	0%
White: Irish	0%	0%	0%	0%	0%
White: Engl/Welsh/Scot/N Irish/British	38.1%	42.9%	30.3%	28%	100%
White: Other	2.9%	2.4%	0%	8%	0%
Other	0%	0%	0%	0%	0%
No response	55%	52.4%	66.7%	56%	0%

Chart 3.6: Staff profile by job type and ethnic origin

Staff profile by job type and religion



	College-wide	Curriculum & Course leaders	Other teaching staff	Business support	Management
■ Agnostic	0%	0%	0%	0%	0%
■ Atheist	3.8%	2.4%	0%	8%	20%
■ Buddhist	0%	0%	0%	0%	0%
■ Christian	21.9%	28.6%	18.2%	8%	60%
■ Hindu	0%	0%	0%	0%	0%
■ Jewish	0%	0%	0%	0%	0%
■ Muslim	1.9%	2.4%	0%	4%	0%
■ No religion	9.5%	9.5%	6.1%	12%	20%
■ Other	0%	0%	0%	0%	0%
■ Pagan	0%	0%	0%	0%	0%
■ Prefer not to say	4.8%	4.8%	3%	8%	0%
■ Sikh	0%	0%	0%	0%	0%
■ No response	58.1%	52.4%	72.7%	60%	0%

Chart 3.7: Staff profile by job type and religion

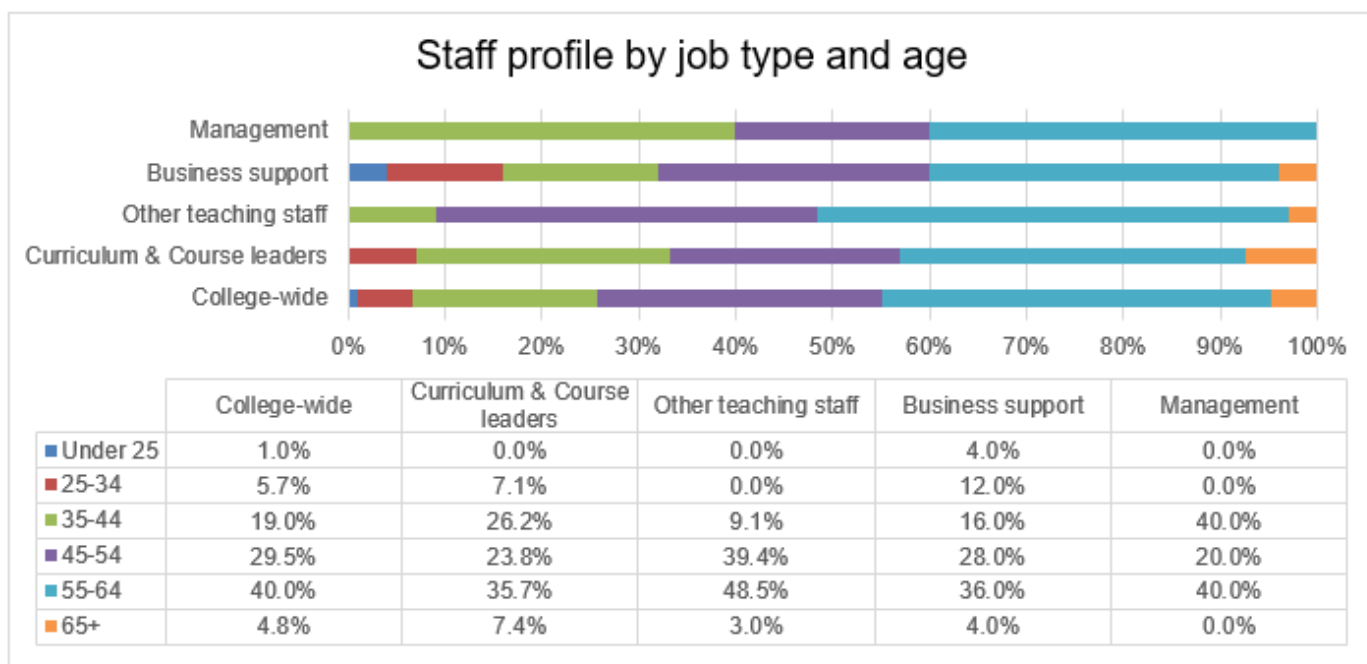


Chart 3.8: Staff profile by job type and age

24. Appendix 4

Additional Staff Starters and Leavers by Protected Characteristic

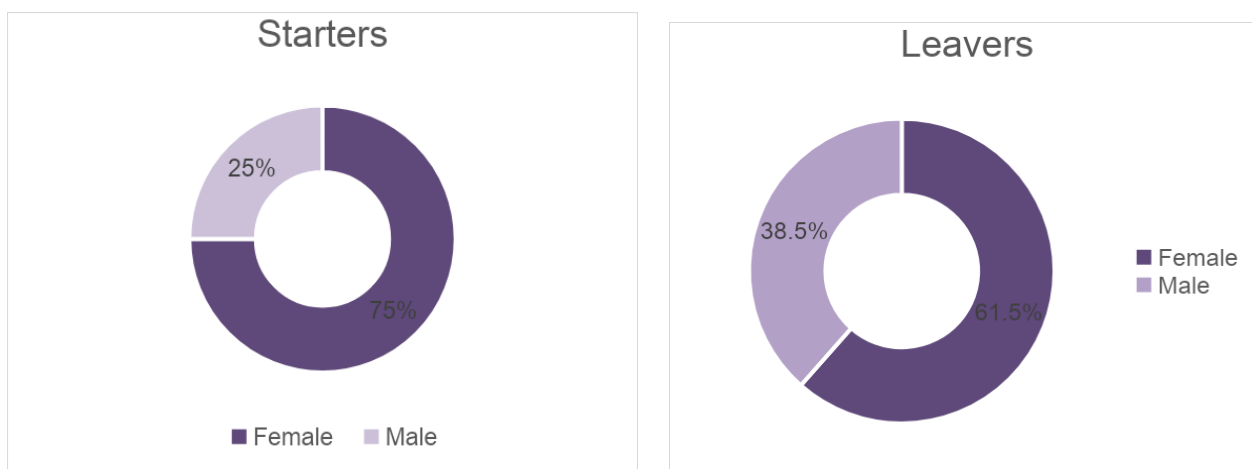


Chart 4.1: Starters and leavers by sex

	Female	Male	No response	Prefer not to say	I use another term	Non- Binary
Starters	62.5%	0%	25%	12.5%	0%	0%
Leavers	38.5%	15.4%	46.2%	0.0%	0.0%	0.0%

Table 4.2: Starters and leavers by gender

	Bi	Gay	Heterosexual	I use another term	Lesbian	Prefer not to say	No response	Pansexual

Starters	12.5%	0%	62.5%	0%	0%	0%	25%	0%
Leavers	0%	0%	38.5%	0%	0%	0%	61.5%	0%

Table 4.3: Starters and leavers by sexual orientation

	No	Not known	Yes	Not provided
Starters	75%	0%	0%	25%
Leavers	30.8%	0%	0%	69.2%

Table 4.4: Starters and leavers by disability

	No	Prefer not to say	Yes	No response
Starters	62.5%	12.5%	0%	25%
Leavers	38.5%	0%	0%	61.5%

Table 4.5: Starters and leavers by gender reassignment

	Arab	Asian or Asian British	Black or Black British	Multiple Ethnic Background	Prefer not to say	White Irish	White: Engl/Welsh/Scott/N Irish/British	White: Other	Other	No response
Starters	0%	0%	0%	0%	0%	0%	62.5%	12.5%	0%	25%
Leavers	0%	0%	0%	0%	0%	0%	53.8%	0%	0%	46.2%

Table 4.6: Starters and leavers by ethnic origin

	Agnostic	Atheist	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Other	Pagan	Prefer not to say	Sikh	No response
Starters	0%	25%	0%	25%	0%	0%	0%	25%	0%	0%	0%	0%	25%
Leavers	0%	15.4%	0%	23.1%	0%	0%	0%	15.4%	0%	0%	0%	0%	46.2%

Table 4.7: Starters and leavers by religion

	Under 25	25-34	35-44	45-54	55-64	65+
Starters	0%	12.5%	25%	25%	25%	12.5%
Leavers	0%	7.7%	7.7%	30.8%	30.8%	23.4%

Table 4.8: Starters and leavers by age