

**HARROGATE
COLLEGE**

Harrogate College

Equality Diversity and Inclusion

Annual Report

2020/21

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Background

1. Introduction

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

The report provides a summary of headline equality and diversity data for 2020/21 and an overview of key achievements, activities and actions in relation to both students and staff business activities.

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

2. Terminology and Acronyms

Please see the glossary of terms in Appendix 2

3. About Harrogate College and the Luminare Education Group

Harrogate College is a further education provider, offering many exciting opportunities for learners across the district. The college is the newest organisation in the Luminare Education Group. 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 its 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 nurturing and inclusive environment that fosters innovation, allowing students to achieve their full potential.

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.

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

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

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Acts;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

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

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

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

Strategy and Objectives

5. Progress against Equality Objectives

Our Equality Objectives are values driven, and were informed by the information we collect about staff and students, as well as student voice. They are aligned with the Luminate Education Group strategic objectives. The college action plan specifies detailed delivery actions, and is monitored by the Luminate Education Group Equality, Diversity and Inclusion Committee. Regular reports are presented at the college and group board meetings. The Equality Objectives have come to a close at the end of the academic year 2021. We are now focused on a close down and consultation for launch of new objectives in September 2022.

Equality Objectives

- **Objective 1: Promote Social Mobility: We will promote social mobility through raising aspirations and improving outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation.**
 - A cross college effort towards digital inclusion, ensuring all students working online have Chromebooks or a Wi-Fi hub and students have food vouchers if in receipt of free school meals.
 - A 10-part webinar series was conducted with local employers exploring different industries as well as tips and advice for starting a career within that sector. This was made available to students, and shared with local job centers in Harrogate and York free of charge.
 - Next Steps online chat – sharing information about work experience opportunities and job applications with students in an accessible format. Careers advice open to all staff member focusing on progression to HE.

- **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.**
 - Neurodiversity awareness campaign. Students who were neurodiverse made posters about their experiences at Harrogate College
 - The creation of new college values by consultation – we now promote college behaviours extensively which include inclusive, being kind, respectful etc. Our values and showing how we have lived them is key to Harrogate students and staff. College Values and Behaviours can be found [here](#).

- **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.**
 - A menopause policy has been developed and the first menopause café held to support women.
 - Student Voice – Questions about EDI regularly included in Class Reps agendas
 - Staff committees for EDI and H&W are an opportunity for them to have a voice and influence.

- Principal holds drop ins for all staff to raise issues.
- A new Student Relations Officer has been appointed to develop the student offer and embed EDI priorities.
- **Objective 4: Celebrate Diversity: We will seek and create opportunities to celebrate diversity, being responsive around the needs of the college community and ensure excellence through inclusion.**
 - Development of the EDI Campaigns calendar to support the celebration of awareness days and different faiths.
 - For Black History Month, we celebrated what it means to be Black and British and their contributions to society, and promoted a better understanding of how Black History is British History. More information [here](#)
 - Ran a number of activities for International Women's Day.
 - We ran a campaign for LGBTQ+ History Month in February which explored why LGBTQ+ History Month is important, myth busting resources and advice around language and terminology.
 - International Women's day students were invited to a webinar to discuss making change.
- **Objective 5: Challenge Discrimination: We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications.**
 - The group has updated an Equality Impact Assessment template and produced guidance to help support policy writers when submitting.
- **Objective 6: Promoting Wellbeing: We will invest in and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges.**
 - A staff health and wellbeing champions network has been launched. Virtual coffee morning took place throughout lockdown to increase the feeling of togetherness. A Health & Wellbeing Microsite containing key Covid guidance, wellbeing support and information about wellbeing meetings and events was widely used throughout the year. This can be viewed [here](#).
 - Also working towards Investors in People.

6.Key Projects 2020-2021

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

Staff Development Day

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

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

Topics

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

College of Sanctuary

This year, we have worked closely with Harrogate District of Sanctuary to become a College of Sanctuary – we now have an excellent working relationship with this organisation and have made several positive steps towards achieving this. This includes running workshops around what sanctuary means for students, and running a student competition on this topic – winners were displayed in a church in Harrogate during refugee week.

Staff training

Ensuring all staff are up-to-date with their mandatory EDI training has been of utmost importance this year. The Harrogate EDI Committee was set up and comprised of those trained

as EDI Leaders to deliver staff training as well as EDI Champions. This group met periodically to discuss various issues and topics specific to Harrogate College. EDI Leaders delivered several training sessions throughout the year, leading to a minimal number of people who have not completed their mandatory training.

Staff Forums

There are four staff forums that are accessible to all group members. These forums are Disability, Minority Ethnic Groups, LGBT+ and working carers forum.

These have been advertised at staff development days and through Luminare briefing emails. Engagement remains low from members outside of the Leeds City College networks and an area for improvement during the next academic year.

EDI Champions and EDI Leaders

Our EDI champions is a network across group who have developed expertise in EDI, contribute to development and change, offer advice to departments and take part in campaigns. Harrogate College has 5 EDI Champions who are in regular attendance with good levels of engagement across the academic year. The move to online meetings has made the sessions more accessible to all. During 2020/21 the champions have received training on the following themes:

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

During the past academic year we launched our EDI Leaders. These are a group of EDI specialists separate to our champions network. Harrogate College have four Leaders who have been trained to deliver EDI taught training and have been engaged in delivery across the year.

Close down of the Equality Objectives

The launch of the equality objectives began in 2018 for the FE Colleges. Since that time the Equality agenda has become more prominent and seen. Harrogate College joined the college in 2018 and made an active effort to engage with the EDI agenda.

The Group is currently undergoing a consultation period to develop group wide objectives with key measurable outputs and an overarching strategy.

Our Students

7. Student Data

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

All student data is taken by student headcount. Currently our achievement data is by enrollment numbers.

Table 1: Two year student data by protected characteristic

	Female	Male	Minority Ethnic Groups	White	Declared Disability	Living in a deprived area (0-10%)
20/21 HC students	50.6%	49.4%	19.3%	76.9%	20.9%	2.5%
20/21 HC student headcount	401	392	153	610	166	20
19/20 HC students	48.3%	51.7%	9.9%	81.8%	22.0%	1.6%
Harrogate District population 2015/16	50.8%	49.2%	3.7%	96.3%	15.5%	14.0%

- We have seen a 2% increase in female students and a decrease in male students at Harrogate College. The college has had some changes in curriculum which may have contributed to this.
- There has been an increase in Minority Ethnic Groups at the College which shows us as a college of choice for students from those backgrounds. It is notable that the college population of Minority Ethnic Groups is 15% higher than the district average.
- The college has a lower representation of students living in a deprived area versus population.

8. Quality of Education

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

The data provided for achievement data is by enrollment count and not by head count. Please note that data for national averages the most up to date data set is from 2018.

Total Achievement – 77.0%

Total Retention – 91.9 %

Total Pass- 83.8 %

Achievement Rates

Table 2: Two year student achievement data by age group

Age	National Rate	2020/21	2019/20
16-18	83.4%	79.7%	78.9%
19+	89.9%	69.2%	80.2%
Non-Funded	unavailable	76.5%	77.8%
HC Total	86.7%	77.0%	79.2%

- Overall seen a decrease in student achievement rates from the previous year and against the national average. This maybe attributed to the impact of the pandemic on students and their education.
- A bigger drop in achievement for 19+ students. The impact of Covid had adversely affected rates of achievement in ESOL Learners at Level 1 which may help to explain drop across this age group.

Table 3: Two year student achievement data by gender

Gender	2020/21	2019/20
Female	78.9%	82.4%
Male	74.8%	82.4%
HC Total	77.0%	79.2%

- Male student have seen a larger drop in achievement from the previous year in comparison to female students.

Table 4: Two year student achievement data by ethnicity

Ethnicity		2020/21	2019/20
Minority Ethnic Groups	Female	74.8%	83.3%
	Male	68.8%	80.6%
White	Female	80.0%	79.0%
	Male	78.6%	78.7%
HC Total		77.0%	79.2%

- Minority Ethnic female achievement significantly lower than white female who are overall the highest achievement. This is a significant change to the previous year.

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

Disability or learning difficulty	Number of Leavers (Enrolment)	Achievement 2020/21	National Average	Difference
Yes	214	81.8%	84.7%	-2.9%
No	719	76.6%	87.4%	-10.8%
Not Provided	37	56.8%	85.2%	-28.4%

- Overall there is a 2.9% difference between 2020/21 achievement for those students with a learning difficulty. The largest drop is for those without a learning difficulty and those students that did not provide information.

- This suggests that the impact of the pandemic and the availability of support for all students may have impacted achievement rates for those without a learning difficulty.

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

	2020/21	2019/20
Care Leaver	56.3%	85.7%
Is looked after	50.0%	80.0%
Not looked after	77.5%	79.1%

- Due to the small size of the Harrogate Children Looked After and Care Leaver cohort, a student not achieving their qualification has a large effect on the overall percentage in the data set, which may explain why there is a relatively large drop in achievement data between 2019/20 and 2020/21.

Apprentice Achievement Rates

Table 7: Apprentice Achievement intersectional data by ethnicity and deprivation

	Female	Male	Minority Ethnic Groups	White British	Declared a disability	Living in a deprived area (0-10%)	Overall
2020/21 HC Apprentices	28.6%	63.2%	n/a	68.8%	33.3%	0%	53.8%
National Rate	87.2%	86.2%	61.3%	65.2%	84.7%	-	64.7%

- The apprentice achievement rates are 5.2% below the national average.
- Students that are from a male background and a White British background are the most successful groups. Further investigation is needed to ensure representation across the board for apprenticeships and improve rates of achievement for female students and those that have declared a disability

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 2020/21 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, 83.24% of 16-19 ESFA funded students have a positive destination, whether that be employment, or further study. Please note that ESFA funded data includes students aged up to 24 with an EHCP.

1.91% of ESFA funded students progressed to apprenticeships and 10.81% progressed to employment. Progression to apprenticeships is still low, and has decreased, whereas progression to employment has increased by almost 5% from 19/20. It is likely the progression to apprenticeships and employment has been affected by the impact of Covid-19, which has seen a surge in the labour market and job recruitment.

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

Table 8 : Destinations by ethnicity

Ethnicity	Positive	Neutral	Negative
Minority Ethnic Groups	84.4%	0%	15.7%
White	84.0%	1.7%	14.3%
Not provided	68.4%	0%	31.6%

- Those student with a negative destination have a slight increase if from a Minority Ethnic Group. There is no major difference in positive outcomes between Minority groups and White students.

Table 9: Positive destinations by ethnicity two year trends

Ethnicity	2020/21	2019/20
Minority Ethnic Groups	84.4%	81.6%
White	84.0%	79.8%
Not provided	68.4%	57.6%

- Overall Harrogate College has seen an increase in positive destinations for both groups. Further investigation into those students who have not provided data to help target and identify support

Table 10: Destinations by gender

Gender	Positive	Neutral	Negative
Female	85.2%	1.8%	13.0%
Male	81.5%	1.1%	17.5%

- Students who identify as Male are more likely to have a negative destination when comparing this to their female colleagues.

Table 11: Destination by Care Experience

	Positive	Neutral	Negative
Care Experience	83.3%	0%	16.7%

Table 12: Positive destinations of care experienced and non-care experienced students two year trends

	2020/21	2019/20
Care Experienced	83.3%	96.6%
Non-care experienced	83.2%	92.7%

- Low numbers of students from these background in the cohort which may explain the drop in positive destinations for these students .

Table 13: Destination data by Special Educational Needs and Disability/ EHCP and SEND

	Positive	Neutral	Negative
EHCP	84.6%	3.8%	11.5%
SEND	87.8%	0%	12.1%

- Students from a SEND background are more likely to have a positive destination when comparing them to those students with an EHCP. Both of these groups are above the college average of 83.2%

Personal Development, Behaviour and Attitudes

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

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

9.Survey Summary

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

Due to the lack of respondents it is difficult to identify significant gaps in experience based on equality characteristics. Further analysis of the data has been taken to department level. Key areas for development have been identified by the quality team.

Induction Survey:

- 81.3% of students agreed that during their induction they were made to feel like part of the college.
- In response to the statement “fairness and respect for equality, diversity and inclusion,” male and female learners responded similarly: 82.6% and 84% respectively.

Only 48 learners completed this survey it is difficult to generalise these findings to the wider student population.

On- Exit Learner Survey

In total 143 students completed the on-exit survey at Harrogate College which equates to 18% of the college population.

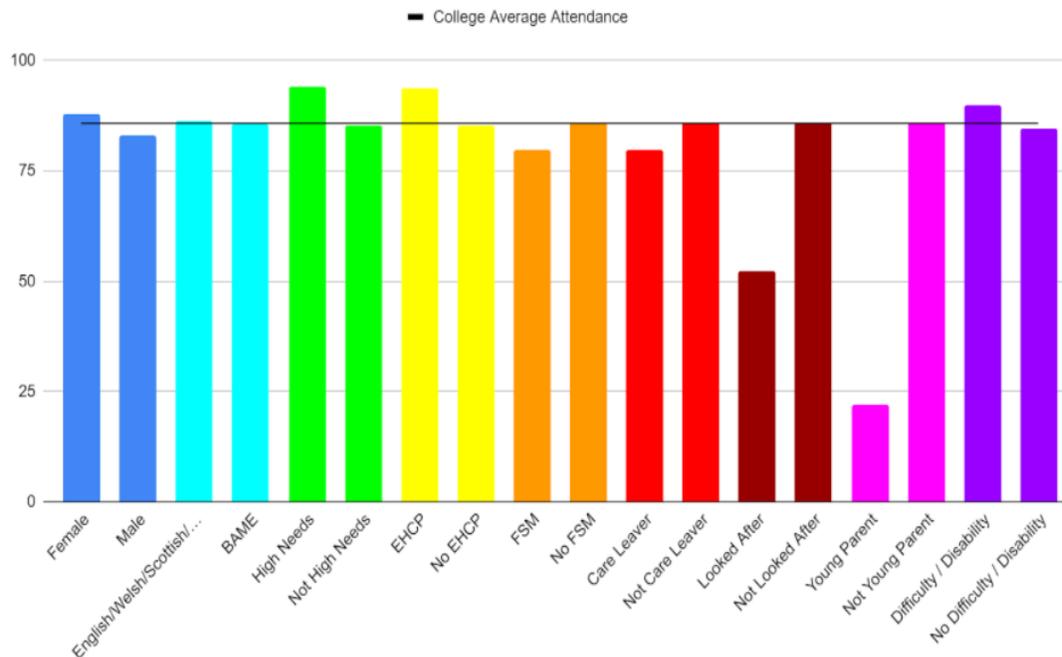
- 97 respondents were English/Scottish/Welsh/Northern Irish, 18 respondents were from a BAME background, and 28 respondents have no data recorded.
- On many statements, respondents from BAME backgrounds responded more positively on all questions than English/Scottish/Welsh/Northern Irish respondents.
 - 94.4% of respondents from BAME backgrounds responded positively to the statement "I am prepared to take my next steps (eg. employment, apprenticeship or another course), compared to 88.7% of English/Scottish/Welsh/Northern Irish respondents.
 - However, when it comes to confidence gained and overall enjoyment of their time at college, English/Scottish/Welsh/Northern Irish students responded more positively than students from BAME backgrounds (88.7% and 77.8% respectively).
- 117 respondents were not looked after children, and 26 respondents were
 - There were marginal differences between positive and negative responses for both looked after and not looked after students.
 - 80.3% of not looked after children would recommend their course to others in comparison to 80.8% of looked after children.

10. Attendance Data

The overall percentage of student attendance for the previous academic year is 86.3%

Graph 1: Attendance by equality characteristic

Harrogate College Attendance % by Learner Characteristics



- Unusual January increase in attendance during second lockdown.
- Biggest characteristic gaps for learners looked after / care leavers (all) and those students who claim Free School Meals.
- Male students have a lower attendance than the average and in comparison to their female colleagues.
- Young parents and care leavers have a lower attendance than the college average.

Our staff

11. Staff Data

Table 14: Staffing Data compared to local average

	Female	Male	Minority Ethnic Groups	White British	Declared Disability
Harrogate College 20/21	62.9%	37.1%	3.4%	39.3%	5.6%

Harrogate College 19/20	71.0%	29.0%	6.0%	38.0%	4%
Harrogate District Population	50.8%	49.2%	3.7%	96.3%	15.5%
FE Average	62.0%	32.0%	10-20%	80-90%	6.5%

- Although the ethnicity profile of staff at Harrogate College is broadly in line with the local population, there has been a decrease in representation. The staff ethnicity profile does not match the profile of the student body.
- Disability underrepresented across the organisation when compared to the district average.

Table 15: Staffing data by contract type

	Headcount	Female	Male	Minority Ethnic Groups	White	Part-Time	Declared Disability
Harrogate College	89	62.9%	37.1%	3.4%	39.3%	48.3%	5.6%
Academic	59	61.0%	38.9%	3.3%	38.9%	49.1%	5.0%
Support	24	75.0%	25.0%	4.1%	25.0%	58.3%	8.0%
Management	6	33.3%	66.7%	0%	100%	0%	..
Senior Management

- Female staff are the majority across most areas of the college. This changes at management level where males dominate those positions. There may be a link between the lack of part time staff at management level and the representations of female members of staff.
- Disabled staff are underrepresented in management roles despite representation at other levels of the organisation.
- As 63% of staff are female, there will be significant numbers of people affected by menopause in the workforce profile

Table 16: Staff Profile by age

	Under 25	25-34	35-44	45-54	55-64	65+
2020/21	4.5%	7.8%	24.7%	26.9%	26.9%	8.9%

- The college has 63% of staff are age 45+ which will need to be noted when planning for the future workforce.

Table 17: Two year staff starters and leavers

	Starters	Leavers
2020/21	20	36
2019/20	8	13

Table 18: Starters by characteristic

	Female	Male	Minority Ethnic Groups	White British	Declared Disability
2020/21	35.0%	65.0%	5%	25.0%	1.0%
2019/20	75.0%	25.0%	13.0%	63.0%	0.0%

- 65% of new starters are male which has doubled based on last years figures.
- The data provided highlights issue around disclose of protected characteristics at staff induction as only 15% of starters declared their ethnicity.

Staff Survey Results

The staff across the FE Colleges on a yearly basis receive a staff survey. During 2020/21 the survey was split into 10 categories; wellbeing, innovation, development, operations reputation, communication, culture, organisation, leadership and demographics. The survey is anonymous and sent to an outside agency to manage. In total across Harrogate College 38 members of staff completed the survey.

Staff were asked a number of questions and for the purpose of this report I have highlighted five questions that are linked to EDI.

- Over 90% of staff either agreed or strongly agreed that the organisations commitment to EDI is embedded in our culture
- 89% of staff either agreed or strongly agreed they were treated fairly with dignity and respect. The majority of those that disagreed were female.
- 76% of staff either agreed or strongly agreed that Restorative Practice is well embedded in the organisation

Due to the size of the cohort it is difficult to draw conclusions and further analysis is needed to support confidence in the staff survey and work to understand the quality of the results.

Recommendations

- Increase staff participation and awareness of EDI Staff forum networks.
- Investigate reasons for low rates of students who are from a low socioeconomic background in attendance at the college.
- Targeted support to help students from 19+ and females and males from Minority Ethnic Groups to help raise achievement rates.
- Targeted support to help increase achievement rates of females on apprenticeships.

- Recruitment aimed at diversifying students on apprenticeships.
- Investigation into negative destinations for male students and target interventions.
- Targeted interventions around attendance for those students who are young parents, children looked after and male students.
- Work to increase response rate for student surveys from all departments
- Work with Organisational Development team, staff forums and unions to increase confidence in the staff survey.
- Aim to align the staff profile to match the student profile through recruitment strategies.
- Increase awareness of part-time options and flexible working when advertising positions at the organisation with particular focus on more senior roles.
- Promote the disclosure of equality characteristics at staff induction and increase staff confidence in declaring equality characteristics.
- Encourage engagement in staff mentoring scheme for Minority Ethnic Groups to support progression to more senior positions.
- Support new starters to feel confident in disclosing sensitive information.
- Development of an inclusive recruitment strategy.

Data Collection Sources

Student data

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

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

Data for the student tables/ charts obtained from

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

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

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

Destinations EDI data 20/21

Staff data

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

Staff HR data 19/20

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

Appendix 1 Glossary of terms

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

CL/ CLA - Care Leaver or Child looked after under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she gets accommodation from the local authority for a continuous period of more than 24 hours; is subject to a care order (to put the child into the care of the local authority); is subject to a placement order (to put the child up for adoption)

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

DfE - Department for Education

EDI - Equality, Diversity and Inclusion

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

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

HR - Human Resources

PNTS- Prefer not to say

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

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

SEND-Special educational needs and disability

LCC - Leeds City College

LCR - Leeds City Region

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

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

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

EIF - OFSTED Education Inspection Framework

SAR - Self Assessment Report

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

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